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AUTHOR Cunningham, Stephanie; Kennedy, Steve; McAlonan, Susan; Hotchkiss, Heather
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ABSTRACT

As the sun, moon, and stars helped sea captains to navigate, policy (defined as a formalized idea to encourage change) indicates general direction and speed but does not establish a specific approach to achieve implementation. Formal and informal policies have advantages and disadvantages. These are steps in navigating policy formation: identify the goal; ascertain needed resources; develop support from stakeholders and decision makers; develop a draft policy for circulation and comment; design a preliminary assessment of the policy; and formally present the policy proposal to decision makers. Policies chosen for formulation and implementation build on goals and objectives. Broad and simple policies are proclamations, annual reports, mission statements, board philosophy, and vision statements. More complex and specific policies are strategic goals and organizational unit goals. As the organization absorbs policy directions, it develops rules/regulations that identify standards that services/products produced must meet. Input, process, and output regulations are graduation and curriculum requirements and administrative rules and regulations. Policy organizations (business, industry, parents, students, postsecondary education, and community organizations) formulate and implement different types of policies. A policy check list and policy development workbook could assist with the development of policy. (A policy checklist and policy development workbook are included. Over one-half of the document consists of examples of written policies.) (YLB)

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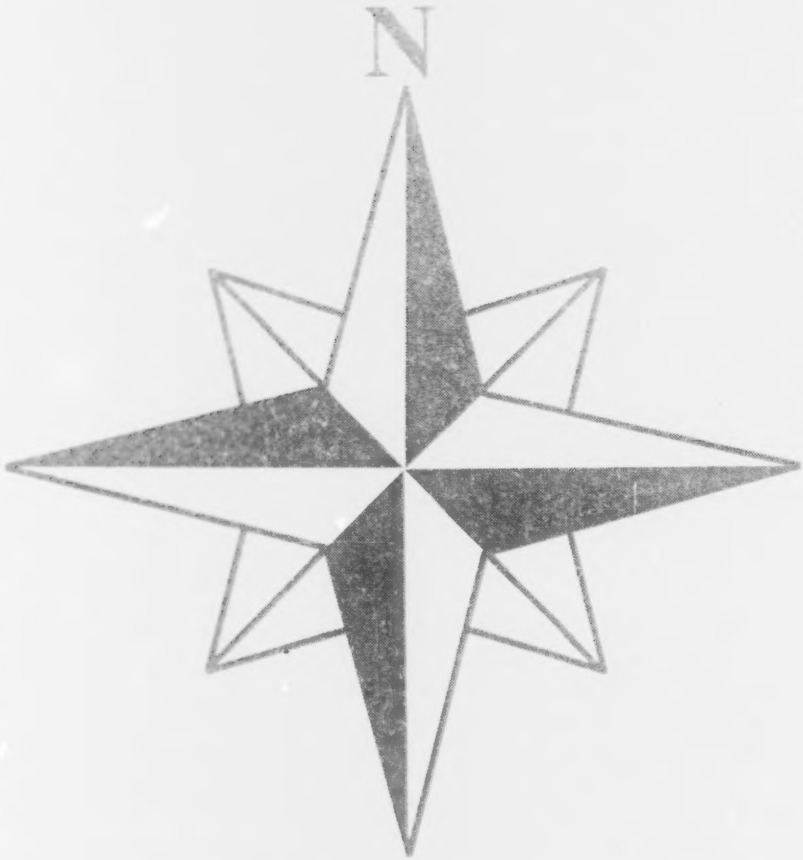
Navigating the Seas of Policy



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Developed by:

Stephanie Cunningham, Ph.D. - Colorado Commission of Higher Education, Retired
Steve Kennedy, MSW - Colorado School-to-Career Partnership, Deputy Director
Susan McAlonan, Ph.D. - Colorado Department of Education
Heather Hotchkiss, MSW - Colorado Department of Education

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In the 1700s, ships determined their position on the open seas by measuring the position of the sun and the changes in the moon and stars throughout the voyage. This method often lacked the ability to locate the ship precisely; it only provided a general guideline as to where the ship might be.

Why is Policy Important?

Policy is much like this method of navigation; it provides a general guideline of the direction and speed at which the organization wants to move forward, but often lacks specifics. This lack of specificity is the hallmark of policy because it embraces change but allows those who will actually implement the policy to create and mold the direction to fit the individual environment.

Just as some ship's captains were excellent navigators while others successfully found treasure, all sailed the seas to complete their missions and return to their home ports. Decision-makers send local policy implementers out to change their environment with directions as to the change needed and the speed in which to make that change. But the specifics of the change are tailored by each locale to make it meaningful and permanent. This is necessary when policy will direct many, often physically dispersed sites. Federal policymakers may be establishing a policy for literally thousands of different locales, while state lawmakers are dealing with hundreds of sites. Even local policymakers like school boards and business organizations may establish policies that multiple sites will attempt to implement.

This lack of specificity also means that the policy is not tied to a certain person or certain methodology. As long as the policy remains in place, implementation continues regardless of changes in key personnel or uneven resources. A policy provides the means to weather a bad spell that may decrease resources or slow the rate of change as new personnel become familiar with the environment. Policy justifies continuation of an activity, program or initiative, as decision-makers, managers, or fellow employees leave and others replace them.

Policy...

- provides organizational guidelines
- directs and supports change
- is not tied to a specific individual or methodology
- justifies the continuation of an initiative as personnel and resources change
- is a formulized idea that encourages change

Policy is a formalized idea to encourage change. Policy, like the sun, moon, and stars that helped sea captains to navigate, illuminates a general direction, and indicates speed, but it does not establish a specific approach to achieve implementation just as the celestial bodies could not specify each ship's position in the sea.

II. Reefs, Currents, and Shoals: Policy: Definitions and Considerations

Just as a sea captain had to learn how to sail the seas, including avoiding hidden dangers, it is important that individuals wanting to propose and implement a new policy learn about the factors governing policy. Different kinds of policies are more successful and have varied advantages and disadvantages in different environments. It is best, therefore, to chart the policy "sea" to improve your navigation skills. Following are definitions of the two categories of policy to be considered, formal and informal.

1) Formal Policy is: a formal written direction for change. This kind of policy and is the strongest support available for a new idea. Formal policy outlives its originators and continues regardless of who may implement it.

Examples include rules and regulations, proclamations, strategic plans, or other written material that is maintained by the organization to give it direction.

Advantages of Formal Policy	Disadvantages of Formal Policy
formal policy allows time for long-term implementation	change is not easily undertaken by any organization
there is a high-level commitment to change	staff may resistance to any new idea
specific authority is given to implement the idea	formal policy is not undertaken lightly by those with policy authority (elected officials, administrators)
There is a greater chance that requisite resources will be provided	debate is often triggered within the organization, stakeholders will want to know how they will be effected

The process of establishing formal policy is carefully scrutinized. All interests must be addressed prior to the introduction and acceptance of new formal policy. For example, a proposed new school board policy may impact the school board, superintendent, principals, parents, and students. All will be interested in how the policy affects them and what they will have to do to meet the goals contained in the proposed policy.

2) Informal Policy is: not written but is introduced and sanctioned by an influential person who usually has the authority and resources to instigate the adoption of a new idea.

The local School-to-Career grants are a good example of informal policy. The acceptance of the funds implies that a school district and community will implement new methodology. However, in most cases formal policy was not initially developed to support this effort.

Advantages of Informal Policy	Disadvantages of Informal Policy
it is not as threatening as written policy	it is personality dependent and is usually tied to an influential person making the practice hard to sustain long-term
more limited in scope and may be easier to accept	there is limited accountability and resources may be difficult to maintain
it can refine an idea and gather support for instituting written policy	often does not impact the entire system, rather a specific department or location

While informal policy is very useful at the beginning of an initiative, it should, at the appropriate time be replaced by formal written policy because it is at best a short term approach. The timing of replacement is difficult to define precisely. When sufficient and significant results are available to develop sound reasons for going forward or direct some specific changes to improve implementation, it is often a propitious time to propose formal policies.

What is the Process in Originating and Formulating Policy?

Who can originate policy?
Individuals at all levels in an organization can develop policy. Policy-makers, staff, stakeholders, and interested individuals all can be the originators of policy. All that is necessary is to have an idea to improve the current situation.

Who takes the proposed policy forward?
Some expertise may be required in order to guide policy through the stages of formulation. The policy guide should have access to high level administrators or supervisors of the area that the policy would affect. If that is not feasible, then the policy originator should find a champion to take the policy forward.

The champion must have contacts within the policy community: specifically policy makers (e.g., school board members), administrators (e.g., business owners and superintendents) and those that will implement the policy (e.g., human resources). The champion needs to know the policy process for introducing and implementing policy in the organization.

How is a new policy formulated?
Developing a new policy can be difficult or easy depending on the complexity of the policy needed. Policies that require the cooperation of many units to implement, need significant resources, or have many layers of administrative oversight can be very difficult to implement. Just as a sea captain with several different ships stopping at multiple ports and traveling long distances has a much more formidable task than one who has the task of sailing one ship a short distance to a single port. When formulating policy, it is best to design as simple a policy as possible that will still meet the goal.

III. Steps in Navigating Policy Formulation:

1. Identify the goal to be achieved
2. Ascertain the needed resources
3. Develop support from stakeholders and decision-makers.
4. Develop a draft policy for circulation and comment
5. Design a preliminary assessment of the policy
6. Formal presentation of the policy proposal to the decision-makers

Policy...

- provides organizational guidelines
- Individuals at any level of the organization can originate new policy
- Policy originators have a good idea on how to improve a current situation
- Good policy originators find a champion to take the policy forward
- If possible, design a simple policy
- A new policy must meet the needs of decision-makers
- Developing policy is a negotiation process where the original idea is thoroughly reviewed by all of the interested parties

Step 1: Identify the goal to be achieved. Although the policy that you are advocating is in your view important and worthwhile, it is only one of many that policymakers will address. To ensure the approval of the policy maker(s), look critically at your policy proposal and ask how it meets the goals of the policy makers. Be prepared to discuss how this policy will meet both sets of goals. If your policy cannot reasonably address any other policy goals, then it may not be approved, since it will only dilute the stated efforts of the decision-makers.

For example, if a business' goal is to hire more highly qualified employees, presenting evidence on how introducing internships can lead to better prepared employees illustrates how the internship policy meets business' goals.

Proposed policy. . .

- should align with the organization's goals
- include fiscal impact
- should be as simple-as-possible
- has support from inside and outside the organization

Step 2: Ascertain the needed resources.
Take a look at how the policy will change the current system and do an initial assessment on system impact, fiscal impact and resource allocation. This initial "charting of the stars" will provide an opportunity to look at how the policy may impact the current system and the ripple effect the course may produce.

Step 3: Develop support from stakeholders and decision-makers.
To formulate policy, the majority of the endeavor consists of developing support throughout the relevant parts of the organization and interested stakeholders to ensure that they will promote the policy to policymakers.

Without internal support for the policy, even if the policy is approved, it is unlikely that the policy will be implemented successfully. Policymakers have limited time and resources available to them; one of the decision criteria they use is the strength of support both inside and outside of the organization. It is unlikely that they will support a policy that is not endorsed by the unit that will administer the policy or high level administrators. It is critical to help policy makers understand how your proposal will support the goals of the organization. Knowing how the proposed policy aligns and supports other programs is critical.

Policymakers are also sensitive to stakeholders (those outside the organization that have, nevertheless, an interest in the organization's work. In the case of schools, these could be parents, people in the community, alumni, local businesses, etc.). Developing sufficient support outside of the organization is always helpful and sometimes crucial for policy approval. Policies that require the cooperation of those stakeholders to be successful should always have advocates within those communities to promote the policy to decision-makers.

Step 4: Circulate a draft policy. This should elicit others' thoughts and to allow everyone to comment is a common step to begin building support for a proposed policy. Administrators and those responsible for implementing the policy can comment on the concrete elements of the policy, assist in developing the appropriate language to fit with other policies and to modify the policy language making it easier to implement. The policy language will inevitably evolve during these reviews, but as long as the policy still meets its goals, these changes are very helpful in eliciting support.

Step 5: Design a preliminary assessment of the policy. You will probably be asked by at least one individual "How will you and decision-makers know that the policy is effective?" It is helpful to have an answer to this question in as concrete terms as possible. This work sets the stage for a successful approval. To develop an assessment, determine the impact(s) of the policy, the key questions to be answered and methodology to ascertain this information.

Step 6: Formal presentation of the policy proposal to the decision-makers. The final step in formulation is the formal presentation of the policy proposal to the decision-makers. This may be in the form of a presentation with several speakers or simply a discussion with the appropriate administrator. You should be prepared with a written draft policy for the decision-makers' review. It is important to have a written policy for several reasons:

- it is a concrete statement of what the policy is intended to do and the direction to be taken
- it clearly states what resources it will consume
- it bounds the argument to the goal as you have defined it and to the solution that you have devised (this is important to prevent the decision maker or others from taking an entirely different direction), and
- it is the result of the combined wisdom of all of the individuals who have reviewed it. You should also have influential individuals who support the policy to speak at the meeting or have their letters of support to give to the decision-makers. If the supporters are attending a meeting, it is helpful to have developed a set of speaking points for them.

- Support for the should be developed prior to circulating a draft for review
- The policy "champion" is involved in each step of the process
- Anticipate how the policy will be assessed
- Develop a clear presentation designed to address decision makers concerns and needs
- Adding language to existing policy is an effective strategy

Coordinating with Other Initiatives

In addition to establishing individual policies for the specific initiative needed, another strategy is to add language to other policies to support your initiative. This will take coordination and cooperation with those developing the policy, but it has the advantage of not requiring a stand-alone policy that may or may not be approved. It also deflects attention from a new idea that may not be supported by everyone in the community or organization.

Integration of goals and activities of the new initiative into standing or new policies designed for other purposes can result in developing the authorization and possibly resources for implementing the goals and activities of your initiative. This has the advantage of making the new initiative almost transparent, but powerful. Adding your initiative's goals throughout the policy system makes them invulnerable to attacks on the initiative. However, the disadvantage is that others control these policies. Those implementing the policies may not think your initiative's activities primary. They may not allocate the same amount of resources for the activities that would be available under a policy dedicated solely to your initiative.

Implementation of the Policy

Assuming that you are successful in obtaining approval for the policy, you have accomplished the first phase. The next phase is to review the policy as approved. Did the decision-makers make any changes, additions, or deletions? If they did make changes, ascertain how that affects your goals and how implementation will be changed. This may be in concert with the implementing unit or involved administrators.

- The implementation plan determines the effectiveness of the policy
- Policy is only works when it is implemented and monitored
- Market positive results to decision makers

After reviewing the policy, you should meet with the unit or administrator who will implement this policy to offer your assistance. At this point, you should discuss how the unit/administrator is going to implement the policy. The implementation plan determines if the policy will be effective. You may ask to help write or review any rules and regulations to be developed to direct the implementation of the policy.

You should also discuss how the effectiveness of the policy would be assessed. Outcomes will need to be quantified or protocols (e.g., interviews, surveys) developed for non-quantifiable results. It is important to assess how the policy will meet the policymakers' goals, as well as the original goals of the policy. To build on a previous example, do the internships lead to hiring better-qualified employees? "Better qualified" must be defined as well as looking at the relationship between internships and new employees. Unless you are implementing the policy yourself, your only responsibility from this point forward is to examine any results forthcoming from the implementation and to market those positive results to the decision-makers and supporters inside and outside the organization.

IV. Sloops, Sailing Ships, and Outriggers: Policy Types

Different types of ships were designed and built for various reasons; some for speed, some for stability, some for defense or exploration. Policies are much the same way; some policies are very broad and essentially discuss the broad goals that a policy maker or board wants to achieve. Others are very specific and apply to a very limited range of activities. Again, the simplest policy that will meet the stated goals is the best policy (simplest meaning the fewest number of implementation units possible – e.g., Human Resources, Finance, Curriculum and Instruction; the fewest levels of administrative oversight; the least number of activities; and, if possible, a clear relationship between activity and results).

The type of policy chosen for formulation and implementation builds on the goals and objectives desired. The following policy examples flow from the very broad but simple to the more specific and complex. Examples of less complex policies are proclamations of support by influential policymakers, inclusions in vision statements and annual reports. These policies often provide a good "bon voyage" beginning for a new initiative.

Simple Policies

Proclamations: A formal statement of support or sanctioning from a decision making body.

> *"…Therefore, be it resolved that we support a continued partnership between education and business through the existence of the Montrose/Olathe School-to-Career Partnership"*

Annual Report: Another way to develop support for a new initiative in a less structured manner is to include the ideas and results of the initiative in the annual report of the organization. This establishes the importance of the idea for the organization and begins to instruct the community about this initiative.

> *"… Our society has moved from the industrial age to the information age. Tomorrow's workforce will need advanced communication, problem solving, and teamwork skills, as well as a strong knowledge of technology. In order to provide job related services, training, and school-based learning, schools and businesses must work interdependently with other human service providers in the community. Representatives in public schools, businesses, and governmental agencies need to realize that in order to fill this request, we must come together and take responsibility as an entire community."*
>
> - *Weld County RE-6*
> - *Annual Report*

Mission statements: Mission statements expound the philosophy of the organization and its fundamental purpose for being:

"As a result of our efforts, students will graduate as self-reliant and productive citizens, prepared to pursue the careers of choice through further education and training"

– East Grand School District.

"To prepare world-class citizens.
A world-class citizen will be able to:
- be an enthusiastic, lifelong learner,
- manage change and make sound decisions
- select personally meaningful careers
- have a positive, productive impact on community, country, world
- communicate effectively, and
- demonstrate social and ethical awareness."

– Salida School District

Board Philosophy: Formal policy developed by the organization's governing board.

"The RE-4 Board of Education understands the value of teamwork. Because of this understanding, parents, the community, and the school must cooperate if educational excellence and a well-rounded program are to be achieved. Education does not take place just within the walls of the school or during normal school hours. Rather, it takes place continually. Parents and taxpayers must take a very active role in the education of the RE-4 students."

- Rangely Public Schools

"The Board endorses the concept of partners in education. The Board will oversee that all staff will work with partners to systematically change the educational delivery process in grades K-12. The Board encourages businesses, citizens, community groups, and school personnel to participate in school to career connecting activities in order to..."

- South Conejos School Board Policy

Vision Statements: Vision statements are similar to statements of board philosophy as they can establish the specific initiative's concept for the future.

"School-to-Career education in Harrison School District #2 will enable our community to bring our K-12 schools and all of its students, business and community together in partnership to educate and train a globally competitive and 'world class' workforce and citizenry that meets the needs of the Harrison community and its patrons."

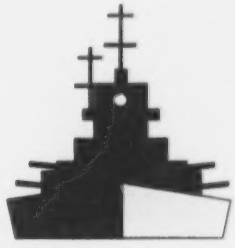
- Harrison School District #2

These kinds of policies provide influential support for a new idea or direction but usually have few or no resources attached or require additional steps. They simply advocate an idea in principle. Proclamations and annual reports are often good places to begin a new initiative because they provide an impetus which individuals implementing a new idea can use to interest others in joining the initiative. If policymakers have endorsed an idea, then it is easier to attract the attention of others. Words like endorse, adopt, or understanding

establishes support for a specific idea without setting specific tasks to be done or resources allocated.

Vision statements, board philosophy, and mission statements are more concrete attempts to make the initiative an integral part of the organization's purpose. These usually take more time and support to successfully integrate the initiative's goals into the organization's limited number of purposes

Complex Policies



More complex policies usually have several elements in common: a) a specific goal(s) to be achieved, b) a suggested direction to achieve the goal(s), c) an administrative unit responsible for implementation, d) authorization for needed resources, and e) often an evaluation requirement. Policies at the broadest level include mission statements, strategic goals and objectives, and annual reports. Although these types of policies have great breadth and a particular policy statement can authorize many types of activities (for example, including relevant learning as an academic goal could affect all academic courses offered, extracurricular activities, internships, and service learning). However, the exact details of implementation (e.g., will all academic courses be affected or only some, what type of resources are available to assist teachers in introducing relevant learning, and who will be responsible for internships) are not clear. Also one policy statement may be in conflict with other policy statements for resources (including time and money).

Strategic Goals: Strategic Goals, however, are the specific statements of work that the policy makers have chosen for an exact time period. Often the first step in establishing strategic goals is to develop a committee of those that will be involved in implementing the goals. This has a twofold purpose: it brings a practical focus to developing goals or what can actually occur and it builds support for the initiative.

> *"In preparing students for transition from high school to career, the district is now moving ahead with the districts School-to-Careers' goals. On September 17, a group of district administrators, teachers, and counselors met to discuss School-to-Careers in the district. Out of this meeting came four goals. 1) Raise the level of awareness around School-to-Careers as a tool for helping students. 2) Do a more extensive inventory of District #8 and School-to-Careers' activities that are happening currently. 3) Develop more ways to help staff embrace the concept of School-to-Careers. 4) Develop an action plan to implement School-to-Careers.*
>
> *- Fountain/Fort Carson School District #8."*

> *"The Board expects all staff to:*
> - *Align school-to-career with academic content standards and assessments;*
> - *Improve instruction in determining opportunities to include career-relative learning in the general K-12 curriculum.*
> - *Improve instruction in showing relevancy of academics in the workplace;*
> - *Promote partnerships for greater cooperation between school and community.*

– *Work cooperatively with partnerships in order to accomplish and link between 'school-based' and 'work-based' learning"*

- South Conejos School Board Policy

STRATEGIC GOAL 1998 – 2001
Connect Education to the Future – School-to-Career and Technology
- *1998-2000 Strategy: Build School-to-Career awareness at high schools.*
- *1999-2000 Strategy: Implement School-to-Career across high schools and build School-to-Career awareness at middle schools.*
- *2000-2001 Strategy: Enhance School-to-Career across high schools, implement STC across middle schools and build STC awareness at elementary schools*

– Mesa School District.

Goal Area: Business and Community Partnerships
The subcommittee saw great opportunities for working with community members, area businesses, and national partnership programs to bolster student's awareness of the relevance of education to their future careers and to prepare them for the world of work. There were three major areas of emphasis:

1) District 20 continues to explore partnership opportunities and maximize use of those resources that have already been identified.

2) District 20 consolidates the supervision of business and community partnerships.

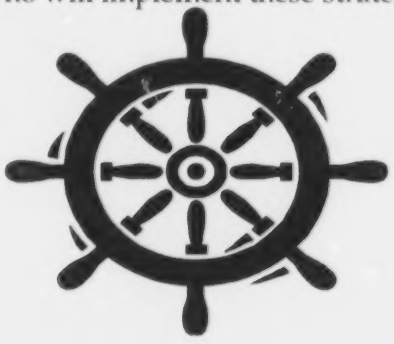
3) District 20 encourages dialogue with local businesses to discover what employers are looking for and respond to their suggestions.

- District 20 Strategic Plan

Goal I:
- *Build a foundation for a truly outstanding educational program that offers all students a profound opportunity to excel in basic skills and areas of their academic and vocational interest.*
- *Objectives: Continue to develop, adopt and implement standards based instruction, by:*
- *Establishing a task force to review the rigor of high schools course offerings, the variety of opportunity the school offers beyond college preparation, and to make recommendations concerning strengthening graduation requirements and setting minimum course loads requirement.*

– Summit County School District

In these examples the policy makers have traveled beyond a goal stated in broad terms and give specific examples how resources (human, time, dollars) should be allocated. Action words like align, implement, build, include, promote, consolidate, explore and establish give specific instructions to staff who will implement these strategic goals.



Organizational Unit Goals: As the policy makers decide their goals for the entire organization, the different units develop their own goals to complement and implement the board/administrative goals. In education, these units could be in the academic area or administrative units. In business organizations, in addition to administrative units, units involved in the production of the company's products or services also develop goals to achieve the broad goals of the policymakers. Some examples of more specific policies follow:

The Decision

- *Know what educational needs business can fill.*
- *Know what is already happening and what else is necessary.*
- *Consider the amount of time needed to develop and implement partnerships.*
- *Determine what staff will be designated to manage partnership operation.*

– Office of School/Community Relations - Colorado Springs District 11

PAC Goals for 1998-1999

1) Maintain a graduation rate of 90%

7) Establish a Career Awareness program.

- Rangely High School - Rangely School District

An Accountability Message:
Working with our community, our aim is to foster the academic, social, occupational and intellectual growth and development of each student. To achieve this, Smoky Hill High School, parents and community will foster:

- *A stimulating and comprehensive curriculum emphasizing academic learning, critical thinking skills, and life application.*
- *Informed decision making and informed responsible citizenship.*
- *Respect and appreciation for the richness accompanying diversity of individuals and perspectives*
- *Experiences that foster a positive attitude towards self*
- *Support of environments for the exploration and enhancement of student's potential*
- *Associations between students and community for mutual benefit.*

– Smoky Hill High School Accountability Committee.

Although the words used here are similar to the words in the examples of boards' goals, they have a limited focus. By allowing units (e.g., Office of Community School Relations, Smoky Hill High School) to develop their own language, they create their own support for the ideas in the goals and make it fit the policy environment of the unit. This decentralization process, which results in less control of implementation of the initiative, also provides a better probability that the implementation will be realized, although it may be inconsistent across units.

V. Inputs, Processes, and Outputs of the Organization – Rules and Regulations:

As the organization absorbs the decision-makers' policy directions, it begins to develop rules and/or regulations that identify the standards the services or products produced by the organization must meet. In education, how students choose their classes or receive the correct number of graduation credits or meet the content standards required by the state are examples of input, process and output regulations. Similar outputs and inputs in a business environment might be participating in community activities, developing good employees, providing opportunities for internships or shadows, in conjunction with providing the business' product or service. Rules and regulations affecting these types of activities are even more specific and targeted. These are often the types of activities that can be integrated into established rules or can be added to ongoing events or activities with a minimum of authorization. Some examples follow:

Graduation Requirements

Graduation Standard Three
Career Portfolio: The Career Portfolio demonstrates a student's readiness to enter the world of work (and must include the following).

- *Post-graduate plan.*
- *Autobiography*
- *Letter of recommendations*
- *Resume*
- *Internships, work experience*
- *College course work –*

Graduate Standard Five
Graduation Credits: .5 Career Awareness Credit – (will help to prepare the career portfolio)
- Steamboat Springs School District

RE-8 Graduate Standards
All content standards support the Graduate Standards
1) Students demonstrate a strong work ethic.

Vocational and Applied Technology Education
6) Students demonstrate career development strategies essential for either successful entry-level employment and/or for continuing their post-secondary education
– Fort Lupton School District

Life and Career Management
#1: The student demonstrates the skills and knowledge needed to make career choices.

Primary:
Describes:

- *Uniqueness of self*
- *Roles in society*

Upper Elementary:
Identifies career-related:

- *Personal interests*
- *Abilities*

– Aurora School District

Curricular Requirements: All students must attain proficiency in the state-mandated or board-mandated content areas. Since significant resources will be devoted to this activity, initiatives that assist in meeting those standards will be considered given priority and will receive resources.

"Our goal is to have students who...
- Acquire career skills."

- Moffat County School District RE 1

Occupational Standards
Standard #1: Students demonstrate abilities in information gathering, speaking, listening, reading, and writing.

– Salida School District

Employability Standards
Standard 1: American Economic System
Students understand the interrelationship of the various components, which comprise and facilitate the successful operation of the American Economic System.

Standard 2: Career Level Employment Procedures
Students understand and possess the skills required to successfully complete the employment process necessary to obtain a career level position.

Standard 3: Quality Employee Skills
Students understand and possess the skills necessary to be a quality employee, regardless of specific career choice

- Roaring Fork School District

Other types of input/output educational processes include developing process requirements for all students like academic/career plans, report card structure, and registration materials organized by career areas.

These standards are very specific concerning what the student has to know to meet the standard. Words like demonstrate, identify, describe, understand and a list of specific products to be produced are typical for this type of regulation. Students not meeting these standards are in jeopardy of not graduating, so they are very explicit and everyone concerned understands the expectations.

Rules and regulations are very concrete and evolve from a policy. Without some policy direction, either formal or informal, it may be very difficult to add your initiative's needs to rules and regulations since they have the greatest impact on day-to-day activities. Many staff will be involved in some way to meet these regulations, so rules can have great impact and can correspondingly elicit great opposition.

Administrative Rules and Regulations: Although the rules and regulations discussed previously are very important to the major product or service of the organization, other rules and regulations in the administrative area are of equal importance but less visible. One of the most powerful messages that an organization can make about its priorities is how it spends its money and what requirements it uses to hire, train, and evaluate its personnel. These are directly related to organizations' values and these are often the last to be changed. Although these are not usually approved in detail by the policymakers, they are very powerful statements and should be undertaken only with a great deal of groundwork. The administrator of this area (e.g., Finance, Human Resources) should be convinced of the utility for this addition, as well as possible wording. In the case of a budget request, be very clear on how the dollars will be spent and what outcomes can be expected. The process described earlier in the formulation and implementation sections in this document should be followed to change rules and regulations.

To affect an organization's administrative rules, it is important to have some good data and/or support for your initiative. Everyone with an initiative will be attempting to get financial support and experienced personnel to accomplish the initiative. It is important that this step have some firm data on how your initiative is meeting the organization's mission and goals in addition to the positive outcomes of the initiative.

Budgets: Budgets are not easily changed because often they set priorities for the future. Most budgets, especially in the public sector, build upon the previous year's budget and, therefore, integrate past budget decisions into future decisions. Budget changes also signal a change in priorities, which makes any changes difficult because no unit/area wants to be considered less important than previously. It is very difficult to change budgets without significant backing from high-level administrators.

Administrators are the gateway to budget decisions and must be informed and convinced that this is the best use of the dollars given many competing requests. It is imperative that you, as the initiative's champion, have developed a relationship with the administrator that authorizes budget additions or changes and have significant data to convince the administrator that this is the best use of the dollars. Although with any significant dollar amount, policymakers will have to approve the expenditure or budget allocation, it is unlikely they will approve it without the support of high level administrators. Budget examples follow:

Budget Line Items:

The Board of Education agreed to increase their funding of School-to-Career Coordinator from a .25 FTE to a .5 FTE position for the 1999-2000 school year

- Summit County School District

The Douglas County School Board has approved a $71,000 budget expenditure for STC for the 1999-2000 school year.

- Douglas County School District

The Denver School Board approved a $250,000 line item for School-to-Career.

- Denver School District

Hiring, Evaluating, and Rewarding Staff: Including specific criteria for hiring, evaluating, or rewarding staff to implement an initiative is also a powerful tool. Modifying human resources rules to integrate a focus on the types of skills and knowledge needed to have long-term implementation can engender resistance to change from the administrator responsible for these areas. The administrator will be evaluated on how well the rules and regulations were followed and achieved the desired outcome. Others who will have to add to their skill base to meet the criteria may also be opposed. Create arguments to counter these arguments before attempting any changes. Personnel examples follow:

To increase awareness, the Denver Public Schools evaluated on their and their school's involvement in School-to-Career.

- Denver Public Schools

The Rangely School District hiring criteria includes understanding/support for School to Career.

- Rangely School District

The Wells Fargo Banks recently honored the Montrose bank president for his community involvement largely due to his significant contributions to the local School-to-Career Partnership.

- Montrose School-to-Career Partnership

VI. Kings, Queens and the East India Company: Policy Organizations

When ships sailed around the world, they were usually sponsored by royalty or, after profitable trade routes were found, by trading companies. The individuals sponsoring these trips had different purposes and established different criteria for success. Royalty may have wanted to increase their dominion, diffuse their particular faith, increase their wealth with precious metals and gems, or establish new maps for use in conquest and war. Trading companies were primarily interested in finding profitable goods and safe trade routes. Different organizations may have very different purposes when they participate in an initiative and their views on policies may also differ. Elements that can make a difference in formulating and implementing policy include:

- the size of the organization,
- the formality of its structure,
- the organization's purpose, and
- its longevity.

It is difficult to thoroughly understand the policy environment of an organization, even the organization for which an individual works. It is necessary therefore to work with individuals in each organization to explore the acceptable methods for integrating policy into each organization's structure. The smaller and more informal the organization, the more likely that an informal policy structure is in place. It is "whom" you know, rather than "what" is written down - if it is written at all. You should develop supporters within an organization that understand the initiative and their role in it. With that kind of knowledge, they then become the best predictors of how to develop organization-wide support (that may or may not include formal policy) for your initiative.

Some organizations that may have a positive impact on your initiative include business, parent, industry, student, community, and post-secondary education. These categories are not monolithic in their policy structure; a small, single-owner business' policies are likely to be minimal and mostly informal while a large national or international business will have a significant formal, written structure. One could expect to see very different responses from these two organizations when asking to implement policies to further an initiative. Examples of the different types of policies (in many cases inferred because these types of policies are not public and available from these organizations) to support initiatives follow:

Business
All of the following business examples indicate a formal policy structure with designated resources.

Charles Schwab and Company have designed a series of activities (classroom speakers, job shadows, internships, teacher externships) and have a specific coordinator assigned to assist in these activities.

Wells Fargo (formerly Norwest) has established an employee evaluation expectation for managers to report regularly on their involvement with local school-to-career activities.

KODAK Colorado Division requires that all prospective employees seeking entry-level positions provide school records of education received during the past five years. "This policy change is intended to send a powerful message to students--namely that how you do in school has far-reaching implications for future employment possibilities with companies like Kodak. It also serves as an opportunity to initiate dialogue between students, parents, schools and the community regarding the kind of workplace skills that we require today and will require in the future with our company."

- Michael P. Morely, Senior Vice President
Kodak Corporate Human Resources

"It is IBM Corporation's goal to support the most effective education that will produce the highest level of student achievement for all children, in every community. We encourage our employees to participate in their community schools and to play a part in their children's academic success. Our Education Industry Solution Unit, for example, develops products to foster student success and encourage school reform. IBM partners with school districts across the U.S. to help them develop innovative uses of technology to create better schools."

- IBM Corporate Education Policy

AMERICORD requires applicants to submit a copy of their work history and high school transcripts with their application.

- AMERICORD

Industry Organizations

Montrose Manufacturer's Association – Goals for April 1, 1999 – March 31, 2000

- *Workforce Development*
- *Improve School system*
- *Develop a program for high school students that are going to seek employment directly after high school*
- *Encourage more participation in Career Options Seminar (COS)*
- *Suggest members to perform Work-Keys profile for key jobs*
- *Develop courses at Vo-Tech via teaming approach*
- *Support School-to-Careers effort – specifically Discovery project*

The Utility Business Education Partnership devoted time and resources to developing a preliminary site review and a draft gap analysis for a technical assistance grant with the Utility Business Education Coalition.

- Summit County Partnership

Parents

Olathe High School: One of the areas of school improvement that we are focusing on is the transition from school to the workplace, or the transition from school to post-secondary education. We have found that in the past we have not had a good process of making post secondary options known to our students.

Goal 1: Olathe High School will continue to develop and implement an organized Career and Academic plan system for all students in grades 9-12. The career and academic planning process is one of the most important parts of our plan. Each student has been assigned an advisor who oversees the career and academic planning process. Students work on a career program called

"Discover" which will give them valuable information concerning their career interest areas and strengths. Students select a broad career area to research - this must include the type of education needed, what classes in high school would best prepare the students, what the salary range is and possibilities for advancement in the career area. Our students have found this information valuable. Once the research is completed, the student meets with his/her academic advisor and his/her parent(s) to review and discuss the plan.

Goal 2: All students will develop the skills and knowledge necessary to make appropriate and informed educational choices to guide them toward career opportunities. When we ask incoming 8th graders what they want to do after they finish high school, the majority responds they are going to college. This is a great goal and we work with them in every way to achieve that goal, however we would like them to have some knowledge about why they are going to college.

Goal 3: Students will understand the curriculum and its relationship to career choices. Once students see the relationship between classes and career choices they begin to understand the need to take the class and strive for higher achievement.

Goal 4: ***Increase parent involvement in the school****. Last year we were able to visit with 87% of our parents during our Career and Academic planning night and had met with 100% one week later. All had input into their student's education and career selection. Students were asked to choose their next years schedule with input from their parents and we found that they were concerned about the choices their students were making and encouraged them to take academically challenging courses that would increase their opportunity for success after graduation.*

- Montrose/Olathe School-to-Career Partnership
Carol Parker, Coordinator

Students

Oklahoma School-to-Work Student Advisory Committee -

Mission: "To be the voice of all students; inform the public, shape policy, and broaden educational choices and career opportunities for every Oklahoman."

Purpose: The purpose of the Oklahoma STW Student Advisory committee is to provide a student perspective in building a successful statewide STW system by providing advice on system-building activities, serving as spokespersons for the STW Initiative, and representing local, regional and state STW councils in decision-making activities.

Requirements:

- *sophomore or higher*
- *active in local partnership*
- *must attend meetings*
- *must have past STW experience and provide testimonies*
- *must have support of local and Regional STW coordinators and councils*

Impact: (after first year)

- *16 student reached more than 600,000 Oklahomans through in-person speaking engagements*
- *All 16 visited legislators in home district*
- *3 interviewed on TV*
- *All did local opinion editorials to home town newspaper*
- *1 student in Bill Cosby School-to-Work TV commercials*
- *committee members job shadow Secretary of Education, Governor, Lieutenant Governor, House and Senate Education Committee leadership, Superintendent of Public instruction, and other key STW governmental stakeholders*

Post-secondary Education

Articulation with Colorado Mountain College lift mechanic apprenticeship program
Articulation with Williams Learning CD-ROM apprenticeship programs though Independent Study

– Eagle County School district

High school students permitted to use Choices program at college (Colorado Northwestern Community College) to determine skills, interests, and look at colleges
Joint visits to the United Technical Education Center (is this its name?) for brainstorming sessions between Colorado Northwestern Community College instructors and high school teachers.

- Moffat County School District

Community Organizations

The West End Economic Development and School-to-Career Center was created to develop synergy between two related but different initiatives: to bring new businesses to an area and to provide well-qualified employees. Establishing this joint entity requires a formal policy structure with associated resource allocation.

– West End Community

Regional Centers

Although it is difficult to provide explicit examples of these types of policies for a variety of reasons, the formulating and implementing of policy is the responsibility of employees of the organization, not the initiative's leader. The real task for the initiative's leader is to convince those employees how participating in the initiative meets the business', industry, post-secondary education's, etc., goals. Providing ideas on activities and other types of support is an integral part of persuading new supporters but the actual policy language will reflect the organization's policy environment. The leader of the initiative should assist with information for other organization's to develop policy to support the initiative but is not responsible for doing so.

VII. Maps, Charts and Sextants: Policy Tools

Sailing ships used a variety of tools to estimate their progress to their destination. As storms, time, and winds altered a ship's course, these tools gave the captain an estimate of his new position and he could make course corrections to return to the correct route. While maps, charts, and sextants assisted in sailing the seas, tools to assist in developing policy can also be helpful.

Formulation and Implementation

The earlier discussion on formulation and implementation describes in writing how policy is structured, the major players, and the role of the initiator of policy. A review of that section is one way to begin the policy process.

Policy Check List

A less verbose and more compact tool is the policy checklist. This provides a series of activities to accomplish while attempting to develop policy and have it approved and implemented.

Design:

- ❑ We have a specific goal/objective to achieve.
- ❑ We reviewed other policies concerning this topic for good ideas.
- ❑ We reviewed the organization's policies/regulations to make sure that current policy doesn't forbid or contradict the proposed policy.
- ❑ We talked with the unit (e.g., Human Resources) that will implement this policy to ask for their ideas on how to write the policy to maximize its effectiveness.
- ❑ We developed language for a draft policy.
- ❑ We identified some assessment tools to evaluate the policy's effectiveness.

Procedure:

- ❑ We researched the policy process and know how to obtain policy approval.
- ❑ We know the format and timing of approvals for policy approvals.
- ❑ We discussed the language of the proposed policy with the unit that will implement the policy for input and to generate support for the proposed policy.
- ❑ We developed support inside and outside of the organization for the policy.
- ❑ We talked to and asked the administrator who will oversee the implementation to review the policy to elicit his/her support.
- ❑ We identified the expected benefits of the policy, including meeting the goals and objectives of policymakers who will approve or disapprove the policy.
- ❑ We developed a presentation to introduce this policy to the approval body.
- ❑ We have a list of supporters, both inside and outside the organization, who will testify in front of the approval body for the adoption of the policy.

- ❑ We developed speaking points for each supporter emphasizing the benefits of the policy that meet the policymakers' goals.

Implementation:

- ❑ We reviewed the policy as approved to determine what, if any changes the decision-makers made when they approved the policy. We've ascertained how those changes will affect the implementation.
- ❑ We reviewed any rules and regulations developed from the approved policy to ensure that they maintain the policy's intent.
- ❑ We identified, with the unit and administrator that will implement this policy, the amount and source of the resources needed.
- ❑ We developed, with input from the responsible unit, an assessment procedure to measure if the policy is effective.
- ❑ The assessment procedure includes a regular reporting cycle.
- ❑ We offered our help to implement the policy.
- ❑ We market any positive results emanating from the policy to policymakers, supporters, and those inside our organization.

Policy workbook

The final policy tool is a Policy Development Workbook found on page 26. This allows a committee or other group to develop a policy strategy and discuss the types of activities resulting in a successful and implemented policy. This tool is particular useful if individuals or committees are unfamiliar with policy or disagree about the policies to be implemented. This allows the entire group to come to consensus and builds support for the ideas developed.

VIII. Wealth, New Continents, and Shipwrecks: Policy Outcomes

The outcome of any specific voyage was unknown when a ship sailed from its homeport. It could return with untold wealth of gold, silver, and precious jewels or tales of new lands with exotic inhabitants. Or the ship may never be heard from again as it sank in a storm or wrecked on an unknown shore. Policies are very similar; it is very difficult to predict precisely the outcome of any policy for a variety of reasons. Implementation varies from site to site and may be successful in some areas and not in others. Some parts of the implementation may be thriving, while others fail. And most important of all, it is very difficult to develop a reasonable cause and effect relationship between policies and results. But just as the world would be significantly smaller and more drab if the ships had not sailed around the world and brought news of other continents, countries, and peoples, policies provide support for new endeavors and new ways of thinking about new and old problems.

Policy Development Workbook

Goals and Objectives to be met by Policy

1. What are your partnership's long term goals for School-to-Career?

For example,

- 25% of the employers in the area will participate in School-to-Career,
- the School Board will support and allocate resources to School-to-Career,
- every teacher will develop at least one lesson plan that integrates an academic content area with the workplace competencies,
- each student will participate in at least one School-to-Career activity.

2. To meet these goals, what are the partnership's resource needs (human, time, dollars)?

   Identify goals requiring additional or new resources needed (e.g., new resources needed for an internship coordinator):

   Identify the goals that can be met by enhancing activities already in place (e.g., professional development).

3. What are the specific outcomes/impacts that the partnership can document to demonstrate the worth of School-to-Career to different audiences; in other words, how can School-to-Career meet the needs of these audiences?

Impacts for:

Business

Superintendents and Administrators

Teachers

Community

Parents

Students

4. What are the relevant policies (policy areas) that you want to modify, inaugurate, delete?

Planning policies (e.g., mission, goals and objectives)

Unit policies (e.g., policies at each high school or factory/office site)

Rules and regulations (e.g., graduation standards, content standards, assessments, academic plans)

Administrative policies (e.g., Finance, Human Resources, professional development)

5. What is the process that your target organization uses to make resource decisions?

   a) How are decisions made? (must it demonstrate that it meets the organizations' goals, is there a specific procedure that must be followed?)

   b) Who makes the decision? (who must approve this request and who will implement it if it is approved?)

   c) What organizational needs will be met if this request is granted?

   d) Who can influence this decision?

6. Have top-level administrators in the organization reviewed the proposal?

   a) Who are the administrators that should be involved?

   b) Have they reviewed the proposal?

   c) What are their comments, changes, additions, modifications?

7. Who will be responsible for implementing the policy?

   a) Have they reviewed the draft proposal?

   b) Are they supportive of the goal of the policy?

   c) What are his/her comments, ideas, modifications, etc?

8. How will the policy outcomes be documented?

9. How will the supporters maintain contact with the implementers?

10. What data is available to prove the policy change was successful?

11. What processes can you foster to develop a regular data collection system or what regular data processes can be used to measure the policy's impact?

12. How will you "market" the good outcomes of the policy change?

Summary

1. What is the strategy for changing, introducing, or deleting a policy?

   a) What specific goals of School-to-Career and the organization will the policy meet?

   b) Who will approve the policy and what is the process to obtain that approval?

   c) Who should review this policy prior to its presentation to the approval authority?

   d) What are the reviewer's comments and how can they be added to the draft proposal without changing the proposal drastically?

   e) Who will implement this proposal and what are his/her comments?

   f) Who are supporters that can discuss and promote this proposal with the decision-makers?

   g) What is the time line to complete this strategy?

Appendix I

- Examples of Written Policies

A. Thompson Valley Curriculum Design Model used throughout district.

B. Roaring Fork School District has approved employability standards as part of their standards and assessment requirements.

C. Colorado Springs 11 brochure to connect the community with schools.

D. Steamboat Springs student registration booklet shows how students can choose classes to support their interests in a certain broad career area.

E. Weld County 6 (Greeley) highlights School-to-Career in their annual report.

F. Mesa 51 (Grand Junction) includes School-to –Career in its strategic goals.

G. Fort Lupton School District Graduate Standards include School-to-Career competencies and skills.

H. Summit School District's Silverthorne Elementary has included basic workplace (study) skills in its student progress report to parents.

I. South Conejos School Board Policy regarding partnerships with community and School-to-Career being major factors in school reform.

J. Smoky Hill High School (Cherry Creek School District) includes goals supporting a School-to-Career system.

K. Aurora Public Schools "Life and Career Outcomes" are part of district standards.

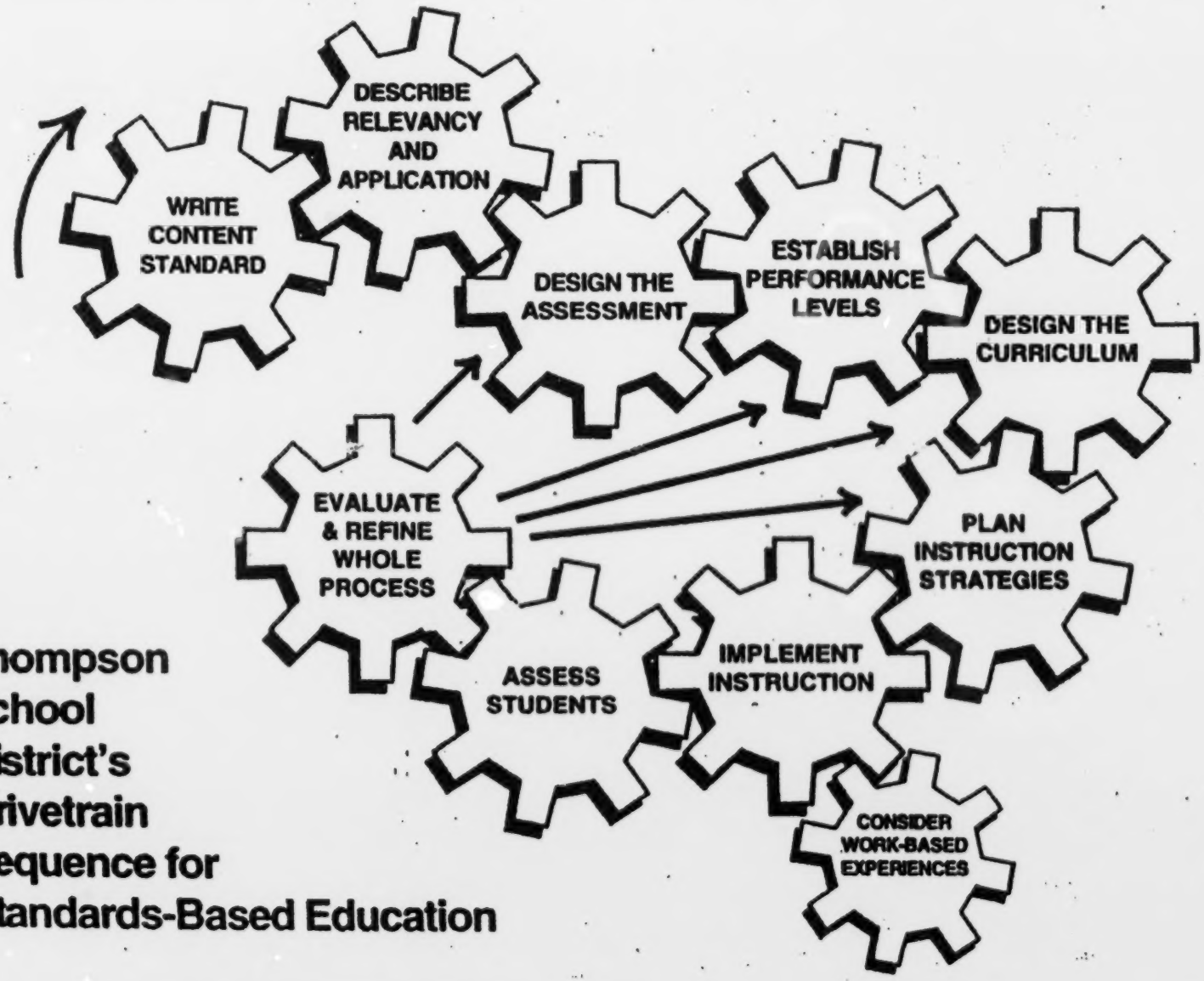
L. Rangely's strategic plan includes emphasis on a career awareness program for all students.

M. Summit School District has provisional board strategic plan/policy to infuse School-to-Career focus including community partnership.

N. Montrose has joint school board and Chamber of Commerce Resolution regarding commitment to School-to-Career.

O. Several examples of employer policy.

A



Thompson School District's Drivetrain Sequence for Standards-Based Education

Instructional Organizer Comparison

Traditional Versus SBE Planning

TRADITIONAL LESSON PLANNING

1. What content will I teach?
2. How will I teach it?
3. What materials will I need?
4. What assignments will I give to students?
5. What activities will I do in class?
6. How long will the unit take?
7. What homework will I assign?
8. How will I test whether or not they learned it?
9. How will I grade it? What is the scale? What should be the average score?
10. What is the next unit?

SBE INSTRUCTIONAL ORGANIZER

1. What content standard(s) will students learn (what should they know and be able to do)? How is this content relevant; how can students apply it?
2. How will students show what they know and can do? What evidence will they provide? What authentic tasks might they use?
3. What might their work look like if it is.... exemplary, proficient, in progress, not proficient?
4. What content, unit, or curriculum will help students "get there" ? What essential learnings or components do students need? How do these learnings relate to the unit focus?
5. What teaching strategies might help various students "get there"? What adaptations might be needed? How might technology be used?
6. Are students "getting there"? Are students developing knowledge and skills aligned to the standard? Are adjustments in teaching strategies necessary?
7. What help might students receive during the assessment without invalidating results?
8. How well did each of the students do? What should be refined, revised, re-taught in another unit? Was the assessment valid? Did the scoring rubric have validity?

Developed by the SBE Design Team through funding to NCBOCES from Partnerships/Goals 2000.
Permission given to duplicate and to modify these materials — May 1997

B

Roaring Fork School District Content Standards
School to Career
Employability Standards
******

STANDARD 1: AMERICAN ECONOMIC SYSTEM

Students understand the interrelationship of the various components which comprise and facilitate the successful operation of the American Economic System

Rationale
In order to secure and maintain successful career level employment, the student must understand the operation of and their place within the American Economic System.

1.1 Students understand, explain and demonstrate the relationship of capitalism, risk, consumer need, private property, consumer and entrepreneurial freedom of choice to the operation of our economic system as well as the world's other economic system.

1.2 Students understand, explain and demonstrate the functioning of government, savings, inflation, multiplier effect and channels of distribution in regard to the operation of our economic system.

1.3 Students understand, explain and demonstrate the functioning of cost, supply, demand, profit and competition in relation to the production and price of goods, services and wages.

STANDARD 2: CAREER LEVEL EMPLOYMENT PROCEDURES

Students understand and possess the skills required to successfully complete the employment process necessary to obtain a career level position.

Rationale

Within today's business and employment environment a specific process has developed in which the graduate must not only be aware of, but possess specific employment process skills , if their job search is to be successful. The graduate's obtaining the necessary education and experience is no longer enough to guarantee them the career level position they desire. In order to secure career level employment, the graduate must also be able to successfully compete with other applicant's through the letter of application, resume and job interview.

2.1 Students understand, explain and perform the procedures involved in obtaining a career level interview through finding an available career level position and writing an appropriate letter of application and resume'.

2.2 Students understand, explain and demonstrate the preparation for and performance of the job interview appropriate to a specific career.

Roaring Fork School District Content Standards
School to Career
Employability Standards
******

STANDARD 3: QUALITY EMPLOYEE SKILLS

Students understand and possess the skills necessary to be a quality employee, regardless of specific career choice.

Rationale

In order to secure and maintain successful career level employment, the student must first understand and then possess the skills employers expect. A quality employee is one who understands their employment is based on the needs of an employer and that remaining on the job means the employee possesses the skills necessary to meet those needs and be of consequent benefit to the company or the boss. These same skills will determine if a graduate's employment is not only successful and satisfying, but will also provide the opportunity for advancement.

3.1 Students understand, explain and demonstrate the interpersonal skills associated with getting along with employers, employees, customers and working effectively as part of a team.

3.2 Students understand, explain and demonstrate the communication skills necessary to clearly and effectively receive and relay information through reading, listening, speaking, writing, interpreting, negotiating and persuading.

3.3 Students understand, explain and demonstrate the organizational skills necessary to effectively and efficiently operate within an employment environment through time management and the development of appropriate systems for planning, implementing, assessing, feedback and allocating resources to meet organizational needs.

3.4 Students understand, explain and demonstrate the thinking skills necessary in problem solving, decision making, creative thinking, analyzing, application and continual learning as appropriate to life and employment situations.

3.5 Students understand, explain and perform the leadership skills necessary to direct and motivate themselves and others to execute and adapt a planned strategy that leads to the accomplishment of a developed common goal.

3.6 Students understand, explain and perform the employment advancement techniques associated with being a promotable employee, asking for a raise, seeking additional responsibilities and resignation.

3.7 Students understand, explain and perform the salesmanship techniques associated with selling products and services, as well as oneself and one's ideas.

Roaring Fork School District Content Standards
School to Career
Employability Standards
******

STANDARD 4: QUALITY EMPLOYEE CHARACTERISTICS

Students understand and possess the work ethic characteristics necessary to be a quality employee, regardless of specific career choice.

Rationale

In order to secure and maintain successful career level employment, the student must first understand and then possess the characteristics employers expect. A quality employee is one who understands their employment is based on the needs of an employer and that remaining on the job means the employee possesses the characteristics necessary to meet those needs and be of consequent benefit to the company or the boss. These same characteristics will determine if a graduate's employment is not only successful and satisfying, but also provides the opportunity for advancement. The level to which the employee possesses these characteristics will either serve to magnify or hide their level of employment skills.

4.1 Students understand, explain and demonstrate the self management skills of punctuality, dependable attendance, adaptability, following directions and policy as well as appropriate grooming and dress, as components of an appropriate work ethic.

4.2 Students understand, explain and demonstrate the responsibility skills of commitment, initiative, reliability, integrity and closure as components of an appropriate work ethic.

Roaring Fork School District Content Standards
School to Career
Employability Standards
******

STANDARD 5: TECHNOLOGY SKILLS

Students understand and possess the variety of technology skills necessary to be a quality employee, regardless of specific career choice.

Rationale

In order to secure and maintain successful career level employment, the student must possess the skills necessary to function in an increasingly technological world. Over 50% of all employees work with a keyboard, over 80% work with a computer and 100% are affected by technology as part of their career responsibilities. Consequently, today's graduate must not only possess the skills necessary to work with a variety of technologies and equipment, but be able to apply them to actual employment situations.

5.1 Students understand, explain and perform the skills commonly associated with computer literacy, such as basic computer and peripheral operation, keyboarding skills and the use of common word processing, data base, spread sheet and other computer programs.

5.2 Students understand, explain and perform the procedures necessary to select and apply the appropriate technology to meet employment based goals and problems.

5.3 Students understand, explain and demonstrate the interpretation and use of technological information.

5.4 Students understand, explain and perform the skills associated with technical reading and writing.

Roaring Fork School District Content Standards
School to Career
Employability Standards
******

STANDARD 6: ENTREPRENEURIAL SKILLS

Students understand and possess the skills required to establish their own business.

Rationale
By the year 2000, 1 out of 2 persons over the age of 21 will own or have owned their own business. In addition, entrepreneurship is the fastest growing career, "small" business is the source for over 70% of all jobs and entrepreneurial experience the most sought employment skill. In a recent survey 70% of all high school seniors wanted to someday own their own business. These factors dictate that our graduates not only be aware of, but possess entrepreneurial skills.

6.1 Students understand and explain the entrepreneurial concept and perform the procedures involved in determining if entrepreneurship is a viable career alternative.

6.2 Students understand, explain and perform the procedures necessary to establish their own business.

Roaring Fork School District Content Standards
School to Career
Employability Standards
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STANDARD 7: CAREER DECISION MAKING

Students understand and experience the variety of career activities necessary to develop their individual career goals and their route to achieving them.

Rationale
In order to secure and maintain successful career level employment, the student must be aware of not only the concept of work and career, but the differences between, the availability of, the skills necessary for and the path to each career choice. The effectiveness of this decision making process cannot only be the difference between the student's success or failure as an employable graduate, but their individual happiness and satisfaction.

7.1 Students understand, explain and demonstrate the correlation between job, work, career, household income and expenses.

7.2 Students understand, explain and demonstrate appropriate employment law.

7.3 Students understand, explain, experience and demonstrate the differing nature of the variety of available careers.

7.4 Students understand, explain and demonstrate the correlation between the acquisition of marketable skills and career choice.

7.5 Students understand, explain and perform the decision making process associated with career selection and the planning process associated with career preparation.

The Future of Colorado Springs
is in School Today.
Protect Your Future

CONNECT THE COMMUNITY WITH THE SCHOOL

YOU CAN	THE SCHOOL CAN
ost tours of your facility ıd interviews and shadow portunities for students.	• Present a holiday or special program for a company gathering.
ıpport a single school ith volunteers, materials d/or funds.	• Bring the school band to your functions.
evelop a special project ith your business name it.	• Conduct a class you design at your site.
llaborate with the amber on a Pikes Peak gional Resource Bank oject implementation.	• Conduct employee literacy classes.
ovide time for employees, rents of school agers, to ke time for school visits.	• Clean up outside your facility.
eak in a classroom about ur special interest or reer.	• Provide parenting and school readiness seminars.
ınsor a study center.	• Hang student art at your business.
	• Teach English as a Second Language to your employees.

THE DECISION
- Know the educational needs business can fill.
- Know what is already happening and what else is necessary.
- Consider the amount of time needed to develop and implement partnerships.
- Determine what staff will be designated to manage partnership operation.

THE COMMITMENT
- Get top management endorsement. Communicate that commitment to the business and school to assure credibility and stability.
- Meet with the partners to understand what each needs before beginning.
- Understand the extent of the need and the limits of the resources available.
- Know that partnerships take time. Each partner must be actively involved.

THE DESIGN
- Form the partnership planning team.
- Identify the mission, goals and objectives for each partnership.
- Use a proven process to streamline the day to day partnership activities. Decide management details. They can make or break a partnership.
- Make sure there is a commitment of human resources to assure the success of the partnership.
- Identify staff responsibilities.
- Establish lines of communication.
- Select priorities. Tackle only what can be handled well.
- Start with partnership activities requested by the principal.
- Write specific assignments.
- Provide orientation and training for specific assignments.
- Assure that the time of all partners is well used and students are progressing.

THE CONNECTION
- Use written and oral communication. Exchange newsletters, calendars, ideas and notes. Correct anything which needs correcting as soon as it happens.
- Keep records. Communicate statistics.
- Celebrate successes. Know the benefits.
- Don't take partnership for granted. Understand both environments and cultures.
- Expect to see business volunteers consider their commitment as a company benefit, school staff to feel valued and students to succeed.

THE TUNE UP
- Check your mission and goals. Are your strategies getting you where you need to be?
- Adjust your strategies to get where you need to be.
- Be ready with new ideas to meet your objectives.

GIN A BUSINESS/EDUCATION PARTNERSHIP
328-7000

OFFICE OF SCHOOL/COMMUNITY RELATIONS
328-7500

Arts, Humanities, and Communications Interest Area

Arts & Humanities Pathway

Description: Careers involved in working with your hands and artistic abilities to create new things; being a professional musician, conductor, music teacher, performer, composer; being a professional actor, director, dancer, arts management and technician with sound and lights.

CAREER OPPORTUNITIES

HIGH SCHOOL DIPLOMA/ ON-THE-JOB TRAINING

- Apprentice
- Background Artist
- Children's Theater Production Director
- Composer or Arranger for Local Groups
- Conductor of Community Ensemble
- Costume Designer for Local Theater Production
- Desk Top Publisher
- Draftsman
- Graphic Designer
- Layout Artist
- Local Actor/Actress
- Music Store Employee
- Opera Chorus
- Pianist
- Recording Technician
- Sculptor
- Sign Maker
- Singer
- Special Effects Worker
- Stage Hand
- Theater Ticket Salesperson

ASSOCIATE DEGREE/ TECHNICAL TRAINING

- Advertising
- Agent
- Art Historian
- Book Designer
- Community or Repertory Theater Director
- Community Theater Dancer
- Composer
- Conductor of local Chorus
- Costume Designer
- Dark Room Assistant
- Director of Studio or Television Group
- Director of Professional Chorus
- Fashion Designer
- Fashion Illustrator
- Furniture Designer
- Graphic Designer
- Instrument Repair Technician
- Interior Designer
- Landscape Artist
- Layout Artist
- Movie Theater Publicity Manager
- Music Store Owner
- Packaging Designer
- Performing Artist Manager
- Photographer
- Producer
- Public Relations Specialist
- Recording Apprentice
- Recording Artist
- Recording Vocalist
- Set Designer
- Sound Technician
- Studio Owner
- Tours Manager

BACCALAUREATE DEGREE/ MASTER'S/DOCTORATE

- Animator
- Architect
- Art Therapist
- Automobile Designer
- Communications
- Conductor
- Conservator/Restorer
- Fashion Designer
- Film Maker
- Fine Arts Teacher
- Graphic Designer
- Interior Designer
- Jewelry designer
- Magazine Editor
- Minister of Music
- Music Therapist
- Museum Curator, Educator,
- Music Video
- Director
- Opera
- Performance Hall Manager
- Painter, Potter, Sculptor
- Photographer
- Professional Actor/Actress
- Recording Artist
- Set Designer
- Special Effects
- Stage Performer
- Teacher

TYPICAL MAJORS

- Architecture
- Art
- Art Therapy
- Commercial Art & Illustration
- Dance
- Dance Therapy
- Drama
- Fashion Design or merchandising
- Film Making/Cinematology
- Fine/Studio Arts
- Graphic Design
- Humanities
- Industrial Design
- Interior Design
- Music
- Photography
- Speech
- Textile Sciences & Engineering
- Visual Arts

RELATED ACTIVITIES

COMMUNITY BASED

- Museum Volunteer
- Band Member
- Choir Member
- Musicals
- Set Builder & Painter
- Student Representative on:
  - Assets
  - Legacy
- Technical Helper for Local Production
- Theater

SCHOOL BASED

- Art Shows
- Odyssey of the Mind
- Recording Technician
- School Band
- School Choir
- School Plays
- Set Builder
- Sound Technician
- Speech Contest
- Talent Show

* These lists are not all inclusive

D

Arts, Humanities, and Communications Interest Area

Arts & Humanities Pathway

ELECTIVE COURSES SUPPORTING THIS PATHWAY

Courses listed below are suggested electives in addition to the courses required for graduation.

Course Name	Grade Level Offered
Computer Concepts and Applications	(9)
Microcomputers (.5)	(9,10,11,12)
Word Processing/Desktop Publishing (.5) •	(9,10,11,12)
Hypermedia (.5) •	(9,10,11,12)
Woman's Choir/Treblaires •	(9,10,11,12)
Combined Choir •	(9,10,11,12)
Musical Theater •	(10,11,12)
Sailor Band •	(9,10,11,12)
Jazz Band •	(9,10,11,12)
Drama I (.5)	(9,10,11,12)
Drama II (.5) •	(9,10,11,12)
Drawing & Printmaking I (.5)	(9,10,11,12)
Drawing & Printmaking II (.5) •	(10,11,12)
Painting & Pottery I (.5)	(9,10,11,12)
Painting & Pottery II (.5) •	(10,11,12)
Advanced Placement in Studio Art •	(11,12)
Photography (.5)	(11,12)
Yearbook	(10,11,12)
Discrete Math (.5) •	(10,11,12)
Algeo III or Algebra II •	(10,11,12)
Foreign Language (proficiency in at least one foreign language)	(9,10,11,12)
Advanced Speech (.5) •	(9,10,11,12)
English (AP Amer. Lit., AP English, Modern Lit., or Reading)	(12)
Industrial Arts	(9,10,11,12)
Fashion and Creativity (.5)	(9,10,11,12)
Service Learning (.5 or 1)	(10,11,12)
Life Management for Independent Living (.5)	(11,12)
Relationships for Independent Living (.5)	(11,12)
CAREERS Placement in Arts & Humanitie	(12)

NOTES:

- • Must meet prerequisite or audition
- (.5) One Semester class (one half credit). All other classes are 2 semesters (one credit) unless otherwise specified.

BELIEFS

WE BELIEVE:

EDUCATION

- Learning is our main purpose
- Education is a shared responsibility of the individual, family, school and community
- A desire for life long learning is important
- High expectations promote maximum achievement
- Curriculum must provide a solid academic foundation.

ENVIRONMENT

- Every member of the school community has value as an individual
- A positive and safe environment is critical to education
- Each individual must take responsibility for behavior and outcome.

ETHICS

- Respect for individuals, ideas and facilities is essential to the school and community.
- Our students will be responsible, contributing members of society
- Ethical behavior is essential

VISION

Definition

Vision has to do with images and pictures in our mind. To have vision is to see. We do not create visions; they happen because of what we believe. Vision statements are meaningless, for we cannot state a vision. All we can do is to make statements about or concerning a vision. Visions derive from beliefs, so they are less basic and more subject to change than beliefs.

Statements about vision incorporate the values and commitments that guide the system as well as beliefs about structure. These statements appeal to hearts as well as to minds.

Statements About Our Vision

Respectful Community, Safe Environment, Value as an Individual

- Respect of Faculty and Students
- Consistent and caring staff
- Camaraderie of staff
- Respect without coercion
- Defined Values
- Strong Sense of Community
- Kids Know Staff As People
- Aware of Consequences
- Understanding of How Behavior Effects Others
- Everyone Values Each Other
- Pride of Ownership
- Appropriate Language
- Parent Involvement
- View Attending School as a Privilege
- Display of Courtesy
- Staff Serves as Role Models
- Consistent Behavior Expectations
- Accept Differences
- School Facilities are Clean and Neat
- Adherence to School Rules & Policies

Learning, High Achievement, High Expectations, Solid Academic Foundation

- All students will achieve at a higher level
- All students will be prepared for the 21st Century
- All students will demonstrate specific skills, knowledge, and personal skills

- Commitment to Student Learning, Clear Values, Deprivatization of Practice, Collaboration, and Reflective Practice to support student achievement and a Professional Community.
- All students will write and read at a proficient level.

MISSION

DEFINITION

A mission can be accomplished and needs to be stated in accomplished terms. Mission statements are a bundle of goals that will need to be unbundled for action to proceed. Mission statements made without reference to a compelling vision are unlikely to have the moral authority to command action, especially when the mission becomes difficult or risky.

Proposed Mission Statement

To educate all students to be productive and responsible citizens in a democratic society for the 21st century.

This Includes Preparing All Students:

- **to be productive and responsible members of a democratic society.**
- **to have the necessary knowledge, skills and personal qualities to be successful in the career of their choice.**
- **to have the necessary knowledge, skills and personal qualities to be successful in post-secondary education.**

GOALS

Prepare all Steamboat Springs High School Students to have the following knowledge, skills and personal qualities:

Community Definition (based on a survey from a panel discussion sponsored by the Curriculum Action Task Force, Spring 1997)

- Personal Skills (honest, work ethic, leadership, respect, organization, adaptability, self-motivation, responsibility) (67 responses)
- Problem Solving (46 responses)
- Ability to Communicate (43 responses)
- Well Rounded Academics (37 responses)
- Life Long Learner (36 responses)
- Critical Thinker (33 responses)
- Technology Through Computers (30 responses)
- Ability To Work With Others (24 responses)

State and School District Definition

Demonstrated competency in the skills and knowledge as defined by the Colorado State Standards specifically in the areas of:

- Reading
- Writing
- Mathematics
- Geography
- History
- Science

World of Work (also see Scans Competencies)

Defined by personnel directors from large corporations:

- Basic competence in whatever subjects or major they had studied
- Good interpersonal skills
- Good communication skills, both verbal and written
- Resourcefulness and initiative
- Knowing where and how to find information
- Literacy in technology, particularly in computer usage
- Familiarity with foreign languages

School Goals

- Develop clear writing expectations to be applied in all curriculum areas to improve student writing skills
- Investigate measures to improve reading skills/levels for all students
- Students and staff will consistently exercise behavior appropriate for the school environment. Standards shall be established which will be applied consistently throughout the school. These standards shall address honesty, courtesy, responsibility, and respect for individuals, ideas and facilities.
- Increase community ownership and pride in our school by encouraging two-way involvement
- Align curriculum with State Content Standards
- Curriculum will encourage demonstration of student knowledge.

ACTION

Develop Graduation Requirements, Curriculum and Assessments that align with the skills, knowledge and personal qualities to accomplish the school's mission, vision and beliefs.

Graduation Requirements Proposal:

Goals Established by the Curriculum Committee (Spring 98):

- Raise standards and expectations for all students
- Create a system of graduation by demonstration of skills and knowledge
- Provide a system to allow students to explore/major in a chosen field/interest.
- Prepare all students to have the skills and abilities to have choices after SSHS.

Proposed Graduation Standard One

Communication Portfolio- Presented to Graduation Committee

The Communication Portfolio would include the following artifacts:

1. Written work which demonstrates proficiency based on the criteria developed by the SSHS staff.
2. Prepared list of texts each student has read in a wide range of genres to serve as the basis for discussion with the graduation committee. They also submit samples of their own essays about literary works or figures, demonstrating their capacity to reflect on and communicate effectively about literary products and ideas.
3. Demonstration of oral communication through the presentation to the graduation committee.

Proposed Graduation Standard Two

Citizenship Portfolio - Presented to Graduation Committee

The Citizen Portfolio reflects the school's mission that our graduates become productive and responsible members in a democratic society.

1. Students will demonstrate active participation in the political process. This may include writing a letter to an editor, participating in student government or civic organization.
2. Students will demonstrate the ability to analyze a political issue through research.
3. Students will demonstrate an understanding of how various forms of government work.
4. Students will demonstrate a basic understanding of the different economic systems.

Graduation Standard Three

Career Portfolio

The Career Portfolio demonstrates a student's readiness to enter the world of work.

1. Post-graduate plan
2. Autobiography
3. Letter of recommendations
4. Resume
5. Internships, work experience
6. College course work

Proposed Graduation Standard Four

Senior Project

The Senior Project is a capstone experience for every senior. It gives our students a chance to demonstrate in one particular area their opportunity to research, write and demonstrate their own expertise.

Proposed Graduation Standard Five
Graduation Credits (An Example)

4.5 Language Arts
- 9th grade English
- American Literature
- World Literature
- English Elective (will help prepare the Communication Portfolio)
- Speech (.5 credit)

4 Social Studies
- Geography
- American History
- World History
- Senior Seminar Civics/Economics (helps prepare the Citizenship portfolio)

2.5 Math Requirement
- Algeo I, II, III, or Algebra II
- Discrete Math (.5)

3.5 Science
- IPS
- Chemistry, Physics or Engineering Technology
- Life Science (Biology or AP Biology)

1 Computer Technology
Option- demonstration of computer standards to meet this requirement

.5 Health

1 Physical Education
Can use an Athletic participation or a portfolio demonstrating proficiency of the state standards for physical education.

.5 Career Awareness Credit - (Will help to prepare the Career Portfolio)

.5 Fine Arts Credit

6 elective credits

Total Credits Required - 24
Total Credits Possible - 28

Weld County

Employers across our nation continue to ask public schools to produce an educated workforce which seems like a simple task. However, providing students with the skills they need for future success creates many challenges. Our society has moved from the industrial age to the information age. Tomorrow's workforce will need advanced communication, problem solving, and teamwork skills, as well as a strong knowledge of technology. In order to provide job related services, training, and school-based-learning, schools and businesses must work interdependently with other human service providers in the community. Representatives in public schools, businesses, and governmental agencies need to realize that in order to fill this request, we must come together and take responsibility as an entire community.

This is the exact strategy District 6 and Weld County have adopted. After much discussion and planning, a cooperative application was submitted to the Office of the Lieutenant Governor for funding to develop and maintain a "Weld County School-to-Career Partnership." The partnership members now include Weld County School District 6, Weld County Chamber of Commerce, the Greeley Education Association, Weld County School District 6 Accountability Committee, Employment Services of Weld County, Division of Vocational Rehabilitation, the University of Northern Colorado, Northern Colorado UNISERV, Rocky Mountain Jobs for Progress, and Aims Community College. Local business participants include Kodak of Colorado, Norwest Banks, RR Donnelly, Sykes Enterprises and Greeley Medical Clinic. These agencies and businesses are the core planning group to link other entities with common interests in the development of an effective School-To-Career system.

In order to help students prepare for a lifetime of learning, fulfilling work, and productive adult lives, School-To-Career transition systems must support the development of self-determination in all students. Students should be encouraged to take responsibility for their learning. At the heart of School-To-Career reform is a transformation of curriculum and instructional practice so that learning is "contextual". That is, learning occurs in a real life context. Successful transition systems offer a variety of work-based learning experiences, allowing for differences in student interest, aptitude, and developmental stages. Another critical component for effective transition is the

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School-to-Career Partnership

integration of career and academic planning opportunities beginning at the elementary level and continuing through high school. A successful School-To-Career transition cannot start at the eleventh grade. It is imperative to reach younger students before they become discouraged, disengaged, or drop out. In addition to career exploration, assessment, and guidance; many programs provide mentoring, personal counseling activities, and internships. Career and academic planning must also extend beyond high school graduation. Transition programs must provide multiple connections to post-secondary institutions, beginning while the student is still in high school and extending through post-high school education and training options.

The Weld County School-To-Career Partnership Council understood the importance of these School-To-Career program elements and identified the following eight goals:

1. **Partnership** - Focus on strategies to expand the current partnership to include all stakeholders and increase business and industry representation.
2. **Systems Design** - Focus on leadership strategies that will support systemic change and a plan for coordinating and implementing the change K-16.
3. **Career Interest Pathways** - Focus on developing a system of pathways that emphasize high-skill, high-wage employment.
4. **Standards and Assessment** - Focus planning on strategies to align School-To-Career with academic content standards and assessment, as well as integrating general workplace skills.
5. **All Students** - Focus on developing strategies which will provide experiences leading to high-performance, high-paying jobs, including those that are nontraditional to gender and for those students who have difficulty accessing systems.
6. **Connecting Activities** - Focus on the planning strategies that will coordinate school-based and work-based learning, including articulation and transitional assistance.
7. **Work-Based Learning** - Focus on development that will involve business in providing quality experiences for K-16 students in the workplace; also focus on paid work experiences.
8. **School-Based Learning** - Focus on planning activities that will support the integration of academic and occupational content across the general education curriculum.

In order to meet these goals, the planning group established several "action teams" to identify workplace skills. Once the skills were identified, they became "skill statements," then the team developed a list of behavioral examples that would assist students in demonstrating mastery of a particular skill. Members of one Action Team were:

Dick Wood - *Aims Community College*

Dale McCall - *BOCES*

Pat McGuire - *Aims Community College*

Ted Long - *Weld County Human Services*

Jerry Mangum - *Living Centers of America*

Alvina Derrera - *Rocky Mountain Jobs for Progress*

Linda Kalcich - *BOCES*

Deb Martinez - *Aims Community College*

Mary Webster - *Aims Community College*

Bob Perrich - *RR Donnelly Norwest, Inc.*

Kaye Miller - *Sykes Enterprises*

Lyle Butler - *Greeley/Weld Chamber of Commerce*

Cathy Dill - *School District 6*

Connie Long - *School to Career Region I Director*

Cheryl Gregg - *Weld Opportunity School*

Once the draft of entry level skills and behaviors was completed, it was presented to a group of business and industry representatives for their review and comment. This group became the "Validation Team." After all revisions were made, the model was endorsed by the Weld County School-To-Career Partnership Council on September 22, 1997. The Validation Team members were:

Sue Bjorland - *Western Staff Services*

Randy Brigham - *Human Resource Dept., Inc.*

Dora Johnson - *Baldwin Center*

Dick Karst - *Potter Janitorial Services*

Kaye Miller - *Sykes Enterprises*

Karen Moore - *RR Donnelly Norwest, Inc.*

Mark Payne - *Plastic Arts*

Larry Stoddard - *Stewart and Stevenson Operations*

Diane Warren - *City of Greeley*

Renee Williams - *Monfort, Inc.*

Mike Stoffler - *Swift & Company*

Lyle Butler - *Greeley/Weld Chamber of Commerce*

Sharon Ferguson - *Living Centers of America*

Other action teams have addressed a variety of initiatives. Three action teams: Elementary; Middle; and Secondary; are developing guidelines for career and academic planning at each level. An Action Team working on creating linkages between business and education, is supporting the "Partner-Up!" program. The state funded "Partner Up!" program pairs one business person with one teacher. The partners spend a day in each other's work environment and have opportunities to discuss mutual needs and ways that business and education can support each other. Other linkages are being created through teacher internships and student internships and shadowing experiences. Each teacher must go through three days of preparation to do the internship. The internship is designed to assist in developing "real life" situations for the students.

The School-to-Career Partnership Council is dedicated to creating new opportunities for students; supporting existing efforts such as Junior Achievement; and providing a bridge between our community and our school district. If you would like to participate in one of the action teams or would like copies of the Weld County School-to-Career workplace skills please call Cathy Dill, School-To-Career Coordinator 352-1343, extension 235.

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Strategic Goals and Strategies

A: Improve the individual achievement and overall performance of all students in the core subjects (reading, writing, math, science, and social studies).

Strategy 1: Focus instruction on the fundamental skills of reading (such as comprehension and phonics), spelling, writing, and math.

Strategy 2: Provide students, parents and staff with clear grade level expectations for student achievement.

Strategy 3: Establish and implement optimum student/teacher ratios for core instruction in individual classrooms district wide.

Strategy 4: Provide resources to teachers, students and parents to enhance student achievement.

B1: Connect education to the future School-to-Career.

Strategy 1: Build School-to-Career awareness at high schools.

Strategy 2: Implement School-to-Career across high schools and build School-to-Career awareness at middle schools.

Strategy 3: Enhance School-to-Career across high schools, implement School-to-Career across middle schools and build School-to-Career awareness at elementary schools.

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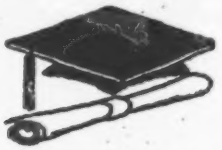
RE-8 GRADUATE STANDARDS



All content standards support the Graduate Standards

1. Students demonstrate a strong work ethic.

2. Students apply and demonstrate proficiency in basic skills in the content areas of: math, science, history, geography, health, physical education, reading, writing, and speaking in English and one other language sufficient for either successful entry level employment or post-secondary education.

3. Students demonstrate computer/technology literacy.

4. Students demonstrate the ability to solve problems and make decisions using analytical and critical thinking skills.

5. Students demonstrate the ability to get along with other people.

6. Students demonstrate an understanding of citizenship and accept the duties of responsible citizenship.

7. Students demonstrate knowledge and appreciation of fine arts as an aesthetic, creative and universal means of communication.

VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION

1. Students demonstrate academic skills essential for either successful entry level employment and/or for continuing their post-secondary education.

2. Students demonstrate personal development skills and positive work habits which contribute to occupational success and/or for continuing their post-secondary education.

3. Students demonstrate the minimum occupational and industrial competencies essential for entry level employment and/or for continuing their post-secondary education.

4. Students demonstrate productive use of resources and systems as well as information and technology at levels necessary for successful entry level employment and/or for continuing their post-secondary education.

5. Students demonstrate career development strategies essential for either successful entry level employment and/or for continuing their post-secondary education.

(Please note: Standards 1-5 are to be met by students who elect to enroll in vocational programs. Standard 5 is to be met by all Weld Re-8 students.)

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School-Home Communication

Parent Signatures and Comments (Please sign for each quarter)

1 _____

2 _____

3 _____

Teacher Comments

Personal Education Plan

Establishing goals is an important component of our students' educational programs. Many goals representing various disciplines will be implemented throughout every year of each child's education. The Personal Education Plan provides for collaboration among teacher, parent and student in the creation and realization of some of those goals. Initial goals will be established during the first quarter of the school year. Evaluation of student progress will occur at each successive grading period.

Student Goals	2	3	4
Completed			
Completed			
Completed			
Completed			
Completed			

Recommendations for extension

Summit School District RE-

P.O. Box 1039 • Silverthorne, CO • 80498

Phone 970-468-6700 • Fax 970-262-1419
E-mail silvthrn@vail.net

Progress Report

Student: _____

Birthdate: _____

Teacher: _____

Level: _____ Year: _____

Attendance	1	2
Days in quarter		
Days absent		
Days tardy		

...ool-Home Communication

...nt Signatures and Comments (Please sign for each quarter)

...cher Comments

Personal Education Plan

Establishing goals is an important component of our students' educational programs. Many goals representing various disciplines will be implemented throughout every year of each child's education. The Personal Education Plan provides for collaboration among teacher, parent and student in the creation and realization of some of those goals. Initial goals will be established during the first quarter of the school year. Evaluation of student progress will occur at each successive grading period.

Student Goals	2	3	4
	Completed		
	Completed		
	Completed		
	Completed		
	Completed		

Recommendations for extension

Summit School District RE-1

Summit Cove Elementary

P.O. Box 6015 • Dillon, CO • 80435

Phone 970-513-0083 • Fax 970-513-0243
E-mail scelem@colorado.net

Progress Report

Student: _____

Birthdate: _____

Teacher: _____

Level: _____ Year: _____

Attendance	1	2	3	4
Days in quarter				
Days absent				
Days tardy				

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ool-Home Communication

nt Signatures and Comments (Please sign for each quarter)

her Comments

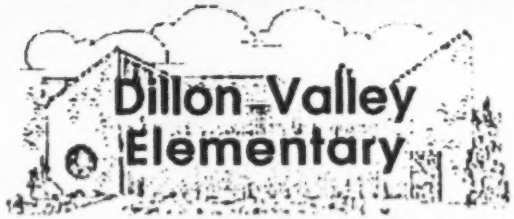
Personal Education Plan

Establishing goals is an important component of our students' educational programs. Many goals representing various disciplines will be implemented throughout every year of each child's education. The Personal Education Plan provides for collaboration among teacher, parent and student in the creation and realization of some of those goals. Initial goals will be established during the first quarter of the school year. Evaluation of student progress will occur at each successive grading period.

Student Goals	2	3	4
	Completed		
	Completed		
	Completed		
	Completed		
	Completed		

Recommendations for extension

Summit School District RE-1



P.O. Drawer 2077 • Dillon, CO • 80435

Phone 970-468-6836 • Fax 970-468-9026
E-mail dillonel@colorado.net

Progress Report

Student: _____

Birthdate: _____

Teacher: _____

Level: _____ Year: _____

Attendance	1	2	3	4
Days in quarter				
Days absent				
Days tardy				

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The Code

E	100% ↕ 93%	Exceeds Proficiency	Understands all concepts taught and applies independently. Can locate information, use resources, and apply knowledge to solve problems. Can produce related products that are unique and demonstrate in-depth thought. Errors are infrequent and minor.
P	92% ↕ 85%	Proficient	Understands most concepts and applies them with minimal assistance. Needs little assistance in locating information, using resources, and applying knowledge to solve problems. Produces organized work demonstrating a high degree of thought. Errors are minor.
W	84% ↕ 75%	Working toward Proficiency	Understands many concepts and applies them with frequent assistance. Needs frequent assistance in locating information, using resources, and applying knowledge to solve problems. Produces organized, thoughtful work. Errors are evident.
N	74% ↕ 0%	Not Proficient	Consistently needs help understanding concepts. Cannot apply concepts without teacher assistance. Has difficulty applying knowledge to solve problems. Work produced is poorly organized and does not demonstrate independent thought. Errors are frequent and major.
*			Indicates curriculum modifications to meet needs of this student.

Personal Development	1	2	3	4
Social Interaction				
Respects individuals				
Interacts positively with peers				
Responsibility				
Is responsible for behavior				
Is responsible for belongings and property				
Is responsible for homework and messages				
Self-Control				
Displays self-control				
Handles conflicts appropriately				
Study Skills				
Attends to tasks and uses time wisely				
Listens and follows directions				
Demonstrates organizational skills				
Demonstrates quality work				
Displays initiative and positive attitude				

Literacy	1	2	3	4
Reading				
Standards:				
• Uses word recognition and comprehension strategies • Identifies main idea, setting, and characters • Summarizes, organizes, predicts, and draws conclusions • Begins to analyze, apply, evaluate, and synthesize information				
Writing				
Generates ideas and clearly communicates meaning				
Demonstrates grammar and editing conventions				
Uses legible handwriting				
Spelling				
Average of weekly tests				
Applies correct spelling in written work				

Mathematics	1	2	3	4
Standards:				
• Place value, whole numbers, fractions, and decimals • Operations and problem solving • Measurement and data collection • Geometry and patterns				

Concepts	
1	
2	
3	
4	

Student: _____

Science	1
Understands and applies concepts	
Participates in activities and completes assignments	
1	
2	
3	
4	

Social Studies	1
Understands and applies concepts	
Participates in activities and completes assignments	
1	
2	
3	
4	

Art	1
Understands and applies concepts	
Participates and demonstrates effort	
Media	1
Understands and applies concepts	
Participates and demonstrates effort	
Music	1
Understands and applies concepts	
Participates and demonstrates effort	
Physical Education	1
Understands and applies concepts	
Participates and demonstrates effort	
Spanish	1
Understands and applies concepts	
Participates and demonstrates effort	

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I

SOUTH CONEJOS SCHOOL BOARD POLICY
SCHOOL TO CAREER

The Board endorses the concept of partners in education. The Board will oversee that all staff will work with partners to systematically change the educational delivery process in grades K-12. The Board encourages businesses, citizens, community groups, and school personnel to participate in school to career connecting activities in order to achieve the following goals:

The Board seeks to work with partners to accomplish the following goals:

1. To further develop a career exploration and awareness program;
2. To further develop all educational programs in making education more relevant;
3. To involve more citizens, business and industry, community, and other related groups (partnerships) in educational programs;
4. To further develop a comprehensive career counseling program for "all students" as defined in the School to Work Opportunities Act of 1994;
5. To provide community and business with shared services, programs, and personnel.

The Board expects all staff to:

1. Align school-to-career with academic content standards and assessments;
2. Improve instruction in determining opportunities to include career-relative learning in the general K-12 curriculum;
3. Improve instruction in showing relevancy of academics in the workplace;
4. Promote partnerships for greater cooperation between school and community
5. Work cooperatively with partnerships in order to accomplish the link between "school based" and "work based" learning.

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On Your Account

November 1998

An Accountability Message

Smoky Hill High School, in compliance with the Colorado State Board of Education and House Bill 1341, is very proud of our School Improvement/Accountability Committee and the process developed in creation of a Community Shared Vision in 1989, a vision that still drives our efforts in the 1998-99 school year.

Working with our community, our aim is to foster the academic, social, occupational and intellectual growth and development of each student. To achieve this, Smoky Hill High School, parents and community will foster:

- A stimulating and comprehensive curriculum emphasizing academic learning, critical thinking skills, and life application
- Informed decision-making and informed responsible citizenship
- Respect and appreciation for the richness accompanying diversity of individuals and perspectives
- Experiences that foster a positive attitude towards self
- Support of environments for the exploration and enhancement of student's potential
- Associations between students and community for mutual benefit.

The purpose of this publication, mandated by the Colorado State Accountability process, is to invite our school community to become members of the 1998-99 Accountability Committee and to inform our community of progress made during the 1997-98 school year.

Last year's Accountability Committee identified four areas of concentration which build a strong foundation to begin the process set fort in HB 98-1267 through which we will develop our three year School Improvement Plan. Included in this report are examples of many accomplishments made possible through last year's accountability process, as well as disciplinary and standardized test data.

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K

AURORA PUBLIC SCHOOLS
Instructional Services
15751 East First Avenue
Aurora, CO 80011-9023

CONTENT STANDARDS/PROFICIENCIES

CONTENT BENCHMARKS

Revised 10/16/98

Content Stds & Proficiencies

Revised 10/16/98

LIFE AND CAREER MANAGEMENT

LC #1 **THE STUDENT DEMONSTRATES THE SKILLS AND KNOWLEDGE NEEDED TO MAKE CAREER CHOICES.**

Rationale: ***Research indicates that people will change jobs 5-10 times and possibly careers 2 times in a lifetime. Therefore, students need skills to pursue career options in order to meet these demands of an ever-changing workforce. Understanding the impact of work on individual and family life helps to balance decisions people make.***

Primary:

Describes:
- uniqueness of self *(for example: biographical sketch, my special talents, culture)*
- roles in society *(for example: police, fire fighter, home maker)*

Upper Elementary:

Identifies career-related:
- personal interests *(for example: sports, reading, hobbies)*
- abilities *(for example: skills necessary to be a doctor, police officer, teacher)*

Middle School:

Explores:
- personal interests and abilities *(for example: reading, career assessment)*
- a preliminary plan of action as related to career options *(for example: evolving career portfolio)*

High School:

Demonstrates the processes used in making career choices by using:
- self-assessment *(for example: use a variety of assessment instruments such as learning styles/leadership styles)*
- career research
- decision making
- a plan of action *(for example: "resource" portfolio that can be continually updated)*

LC #2 **THE STUDENT DEMONSTRATES HOW CONSUMER PRACTICES AFFECT RESOURCES.**

Rationale: ***Personal fiscal responsibility leads to a healthy, more productive individual and nation. Students need skills to effectively manage their daily lives and resources.***

Primary:

Identifies consumer resources and practices consumer skills:
- time *(for example: budgeting time, use of time)*
- money *(for example: identifying coins and bills and their value)*
- equipment use *(for example: computers, tape recorders, microwave)*

Upper Elementary:

Uses consumer resources and skills:
- money management *(for example: value of money, and making change)*
- evaluating advertising *(for example: product labeling, marketing strategies)*

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Goal	Activities	Persons Resp.	Timeline
Schools will improve standardized assessment scores (ITBS, Riverside, CSAP, SAT and ACT). Note: Schools which have shown significant improvement in standardized assessment scores will work on maintaining or improving these assessment results.	Analyze 1997-98 test scores and develop strategies to improve or maintain.	Principals	First Semester
High schools and middle schools will increase awareness for parents and students of the opportunities provided to help students be successful. Schools will develop a planning method which students will use for academic success and career planning. The planning method will also state the services which school counselors will provide.	Analyze current career and academic planning counseling services available to students. Analyze other career and academic planning programs available for students. Develop model tool for planning. Develop additional programs or plans, if needed. Communicate opportunities to students and parents.	C.C. Counselors	
The District will aggressively seek funding sources to provide additional opportunities for pre-kindergarten early childhood educational experiences. This includes writing grants or otherwise seeking partnerships with the Colorado Preschool Project, Headstart, Even-start, Special Education, private foundations, and other state and federal agencies and programs.			

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3. Rangely Middle School will maintain its present drop-out rate of 0%.

4. Rangely Middle School will maintain, for the 1998-99 school year, an attendance rate of at least 95%.

5. Rangely Middle School staff will, as appropriate, increase the emphasis on correct spelling through the use of appropriate tools (word processors, dictionaries, etc.). This emphasis will cross curricular areas. We will further examine techniques for addressing common misspellings.

6. Rangely Middle School staff will emphasize civility (common everyday courtesies). This will not be a discipline issue but instead an awareness program. This will include the development of a program to assist student in understanding what constitutes harassment and appropriate methods for dealing with the problem.

7. Rangely Middle School staff and parents will explore methods for improving our 6th grade orientation program and parent information programs for all levels.

PAC GOALS FOR 1998-99

RANGELY HIGH SCHOOL

1. Maintain a graduation rate of 90%.

2. Maintain an attendance rate of 95%.

3. Achieve a civil environment, where mutual respect is evident among students and staff.

4. Continue to emphasize school pride and spirit.

5. Continue to monitor the travel policy for extracurricular activities during inclement weather.

6. Work on enforcing the tobacco policy and decreasing use by RHS students by 10%.

7. Establish a career awareness program.

K-16

M

Adopted
11/10/98

Provisional Plan

Creating a long-term plan for a school district requires the participation and contributions of many people. Such a process has recently been initiated in the Summit Public Schools. This will take much of the school year to complete. While that process occurs it is vitally important that progress be made in several areas critical to student and district interest. Therefore, I propose this provisional plan be pursued throughout the 1998-99 school year.

This plan is of my own design, yet it is the product of hours of discussions with board members, staff and community members, along with review of district documents. This provisional plan gives direction for a rudimentary work plan for me and the district administration for the year.

Purpose

To provide direction and focus for the work of the administration and staff during the period when a long range district plan is under development.

Goals

Goal I

Build a foundation for a truly outstanding educational program that offers all students a profound opportunity to excel in basic skills and areas of their academic and vocational interest.

Goal II

Develop and conduct a process through which to create a district vision, mission and long term goals with substantial buy-in from staff and community.

Goal III

Build and pursue a district financial plan that reviews current expenditures, develops efficiency, and enhances revenues sufficient to add days back to the school and work calendars in 1999-2000.

Goal I

Build a foundation for a truly outstanding educational program offering each student a profound opportunity to master basic skills and excel in areas of academic and vocational interest.

Objectives

Make education the primary focus of the school board and administration.

Continue to develop, adopt and implement standards based instruction, by:

Redesigning teacher and administrative evaluation to include assessing performance by results according to standards.

Developing a staff development program to prepare teachers and administrators to design instruction to assure students meet or exceed standards.

Continuing to align standards, curriculum, instruction and assessment.

Bringing together a team of teachers and administrators to write a long range instructional development plan in which the first task is to prepare a staff development strategy by June, 1999.

Selecting and training three practicing Summit teachers as on professional development facilitators, commencing this school year.

Preparing a gifted and talented program proposal that, at a minimum, addresses goals and objectives, defines a gifted program, identifies processes, addresses the unique counseling needs of gifted students, and identifies staff development needs and recommends a district response.

Renovating or completely redesigning the PGP, to emphasize professional development that is driven by instructional improvement and achieving standards rather than the accumulation of college credit and degrees alone.

Establishing a task force to review the rigor of high schools course offerings the variety of opportunity the school offers beyond college preparation and to make recommendations concerning strengthening graduation requirements and setting and minimum course loads requirements.

Reviewing the middle years (grades 4 through 8)program to assure instruction is focused on cognitive development, building strong academic skills, and developing effective organizational and study habits.

Tangible Results Expected by August, 1999

A. A comprehensive statement of academic standards.

B. A single page description of student assessment and how the assessment relates to individual and group achievement of standards.

C. A written instructional development plan, specifically addressing staff development.

D. An agreement between SCEA and the Board that changes the PGP process.

E. A teacher evaluation process which identifies standards for instruction and assesses teaching effectiveness by student learning.

F. A plan for a gifted and talented program.

G. A report of recommendations for high school course load and graduation requirements with specific descriptions of rigorous expectations for student performance.

H. A report on the academic and skill focus of the middle years (grade 4 through 8) with recommendations for changes in program, if appropriate.

Goal II

Develop and conduct a process through which to update district vision, mission and long term goals with substantial buy-in from staff and community, resulting in a written plan.

Objectives:

In October, initiate a planning process by focusing on the board's expectations for the district.

In October, involve the administrative team in defining expectations of the district.

By the end of October, define a process for broad based community and staff input on a district vision, mission, goals, objectives and values.

November through January, conduct community and staff focus sessions at each school to involve the entire community in the planning process.

In January, conduct focus sessions for business, community groups, and local governments and agencies for input on district planning.

In early March, present a draft of the plan we prepared for board consideration and action.

Close the communications loop by reporting back to the community and staff about the adopted plan to which they contributed.

Tangible Results by April, 1999

A written plan will be delivered to the school board for consideration for modification and adoption in April, 1999. It will include vision and mission statements, long term district goals, an implementation strategy, annual objectives and an annual evaluation format.

GOAL III

Build and pursue a district financial plan that reviews current expenditures, develops efficiency, and enhances revenues sufficient to add days back to school and work calendars in 1999-2000.

Objectives:

Implement an employee efficiency suggestion incentive program before the end of 1998.

Review budget for waste, duplication, and cost effectiveness.

Study Colorado school finance to determine how the district can enhance revenues within existing laws and regulations.

Participate with other districts, work with legislators, and assume a leadership role in advancing improvement in school finance change and local control.

Study and be prepared to place finance measures on the November, 1999 ballot, including the possibilities of de-Brucing, enacting an override, and creating a transportation levy to fund bussing and, possibly, snow plowing.

Developing some entrepreneurial approaches funding programs to support such things as staff development.

Tangible Results By June 1999

A. A budget reflecting increased efficiency.

B. A long range financial plan containing ongoing efficiency reviews, addressing continuous efforts to enhance revenues, and creativity in program funding.

N

Resolution of Support
For the Montrose/Olathe School-to-Career Partnership

Whereas, it is a goal of the schools to provide a learning environment in which students will master the skills necessary to become productive and responsible citizens; and

Whereas, it is a goal of the business community to support educational excellence; and

Whereas, each student's successful movement through school and eventually into adult life is a shared responsibility of the family, school, and community; and

Whereas, School-to-Career has fostered collaborative partnerships among educators and the business community in order to integrate high academic standards, workplace standards, academic relevancy and career development; and

Whereas, School-to-Career helps students align their interests, abilities, aptitudes, and behaviors with educational choices as they prepare for their future careers; and

Whereas, the business community and educators desire to provide an education focused on strong academic skills and workplace skills in order to help students take the steps necessary to achieve their educational, career and life goals; and

Therefore, be it resolved that we support a continued partnership between education and business through the existence of the Montrose/Olathe School-to-Career Partnership.

RE 1J School Board President

Date_____

Montrose Chamber President

Date_____

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Adams County

Education

The MetroNorth Chamber of Commerce acknowledges the role education, at all levels, plays in economic development and quality of life. Academic proficiencies must be increased in order for Colorado to maintain its economic viability.

The MetroNorth Chamber of Commerce recognizes K-12 education faces continued financial demands due to: an increasing number of new students; and continued demand for special needs students due to federal mandates. The Chamber also recognizes the value and effectiveness of alternative educational opportunities.

The MetroNorth Chamber of Commerce supports:

- Funding which helps integrate the "School To Career" program, linking schools and business;
- Funding which helps meet capital construction costs needed to address the growing need for school buildings in our communities;
- The efforts of community colleges in strengthening workforce development;
- The efforts of Front Range Community College and local communities in building joint use facilities;
- The establishment of an educational system which adequately prepares our students for workforce demands;
- Adequate funding to institutions of higher learning which prepare our workforce;
- Appropriate levels of funding to alternative educational opportunities.
- Replacing the present system of teacher retention with a merit-based system. This system would: effectively measure teacher and administrative performance; set standards, with the emphasis on accountability and academic excellence; and reward appropriate results in the classroom.

The MetroNorth Chamber of Commerce encourages schools to actively seek input from the business community in areas of facility maintenance, transportation, budgeting, human relations and curricula. Additionally, the MetroNorth Chamber will continue to promote active involvement from business in the educational process in all areas, including ethics and workplace values.

GOALS. Goals may focus on developing, expanding, and/or improving policies and practices that provide services for employees' school-age children; information and support for employees who have responsibility for school-age children; institutional support for community programs that serve school-age children; and/or services and programs to encourage all employees (with or without school-age children) to become involved in education. See the box below for a sample of goal statements for current initiatives to support employee and family involvement in education.

SAMPLE GOAL STATEMENTS

"To create a culture within the company that supports employee parents and encourages their involvement in their children's education. To become a leader in support of family involvement in education as a means of improving students' success in the communities we serve."

–Southern California Edison

"We are dedicated to building bridges among employers, educators, and parents, as well as parents and their children."

–Family Education Company

"To turn our employees into ambassadors for the quality education of children within their communities and the children within their homes. To enhance employee morale, productivity, and loyalty."

–Bristol-Myers Squibb

"To make available, at no charge (through a five-year, $150 million commitment), some of AT&T's newest technologies and extensive support services to every public and private elementary and secondary school in America ... to help families, schools, and communities use information technology effectively to improve teaching and lifelong learning.

–AT&T

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AMERCORD

"A Better Place To Work"

Amercord has immediate openings for shift production associates at our Lumber City plant. Starting wages range from $6.95 to $8.39 per hour, depending on experience.

Amercord offers excellent benefits, including health, dental, life and disability insurance, paid vacation and holidays. A 401 (k) Savings Plan is available after one year.

Applicants must have four years of stable work experience or must submit a copy of their school transcripts with their application. Interested applicants should apply directly at Amercord. Successful candidates must pass a substance abuse screening and a physical examination. Amercord is a drug free workplace and an Equal Opportunity Employer.

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Media Contact: Lucille M. Mantelli
970/686-4102 (voice)
9701686-4154 (fax)
Editor contacts only. Please see last paragraph for reader contact.

Kodak Colorado Division Will Require Schoo! Transcripts for Entry-level Jobs

KCD Pilots Upcoming Company-wide Effort To Use Students' Records In Hiring Process

WINDSOR. Colo , Dec. 17 1997 -- Kodak Colorado Division (KCD) officials announced today that the northern Colorado manufacturing facility is implementing changes in Eastman Kodak Company's hiring practices of prospective entry-level employees nationwide.

Beginning Jan. 1 1998, KCD will require that all prospective employees seeking entry-level positions, most of which are in manufacturing provide school records of education received during the past five years.

The KCD human resource department receives more than 1,500 resumes annually for entry level positions and expects to fill about 100 positions next year.

The policy change is a result of a commitment made by George M.C. Fisher. Kodak's chairman and chief executive officer, to require school-based records for all entry-level employees.

Fisher made the commitment during last year's National Education Summit, which drew 41 of the nation's governors, key business leaders, and educators to promote Bother academic standards and accountability in schools. He also serves on the board of directors for Achieve, a partnership between the nation's governors and business leaders, which was established to fulfill commitments made at the summit.

"This policy change is intended to send a powerful message to students--namely that how you do in school has far-reaching implications for future employment possibilities with companies like Kodak," said Michael P. Morley, senior vice president and director, Corporate Human Resources, Kodak. "It also serves as an opportunity to initiate dialogue between students, parents, schools and the community regarding the kind of workplace skills that we require today and will require in the future with our company."

Kodak decided to first implement the change in hiring practices at KCD because of the manufacturing division's active role in school-to-career initiatives and the strong commitment between state education and government officials to implement the use of student records in the hiring process. Fisher also noted that Colorado Gov. Roy Romer, who served with him on the summit's planning committee has made the initiative and raising educational standards a top priority for his administration.

IBM Corporate Education Policy

No company can succeed if it's part of an unsuccessful community, and no community can be successful if it lacks an educated population.

To remain successful in an increasingly competitive and global marketplace, IBM must have a highly skilled workforce. We also must have a well-educated base of customers who ultimately create demand for our products and services. Given the current crisis in America's public school system, IBM -- as well as every other U.S. company -- will be hard pressed to succeed unless we see a dramatic improvement in the skills of the young people entering the workforce.

But IBM's commitment to education goes beyond the U.S. borders and pure economics. It's grounded in the belief that the quality of education is a preeminent concern of people everywhere and is an issue that deserves the full attention and cooperation of corporations worldwide. In support of this belief, surveys indicate that education ranks as a high personal priority for IBM employees around the world, both as a civic issue and as an area in which they participate locally on a volunteer basis.

There's yet another important reason for IBM's commitment to education -- our ability to make a difference. As a leading technology and solutions company, IBM demonstrates daily how technology can help businesses and major institutions operate more effectively. In a similar way, our technology, experience, and talent can bring substantial and structural improvements to many aspects of elementary and secondary education.

Looking ahead, the atmosphere of constant change in which we now live and operate is creating a growing need for greater levels of competence and newer and more varied skills. Our own business principles underscore entrepreneurial activity, initiative, teamwork and the highest level of quality, not simply minimum levels of achievement. The new base line for educated and well-prepared employees and customers includes problem-solving and communication skills, time and resource management, creativity, teamwork, and technology use, to name but a few.

IBM's goal is to support the most effective education that will produce the highest level of student achievement for all children, in every community. We work toward this through strategic R&D, community and civic involvement, and targeted philanthropic efforts.

We encourage our employees to participate in their community schools and to play a part in their children's academic success. And we continually reach out to business partners, government, and local communities to support school improvement and student achievement.

Our K-12 Education Industry Solution Unit, for example, develops products to foster student success and encourage school reform. IBM's Higher Education Industry team partners with a number of its customers to improve teacher training and further support school reform. In addition, through the company's Reinventing Education grant program, IBM partners with school districts across the U.S. to help them develop innovative uses of technology to create better schools. As a matter of course, we believe in four key principles which are at the heart of all of these efforts:

- Standards and accountability: Public school systems must set high performance standards for all children, measure student performance against them, and reward students, teachers and

administrators for achieving them or sanction them for falling short.

- Fundamental restructuring: All of the standard operating procedures in schools across the globe must be reviewed in light of the skills students need to meet the needs of an ever-changing environment. This includes restructuring classrooms to focus on student-driven, active learning as well as school and district reorganization.
- Technology: Use technology to change both the way classrooms and school systems operate and, in the process, save money and open doors to new areas for improvement.
- Financing: To affect meaningful change, school financing must be linked to accountability. This means rewarding schools for progress and achievement and establishing sanctions for lack of performance.

By example and involvement, IBM attempts to promote efforts to reshape our public schools and help children achieve at world-class levels.

[IBM philanthropy]
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